



Ascentis Level 5 Diploma in  
Teaching English: ESOL  
Specification

<b>Ofqual Number:</b>	<b>601/0520/3</b>
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## ABOUT ASCENTIS

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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)

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  
Office 4  
Lancaster Business Park  
Mannin Way  
Caton Road  
Lancaster  
LA1 3SW

Tel: 01524 845046  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

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## Ascentis Level 5 Diploma in Teaching English ESOL

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### Introduction

The **Level 5 Diploma in Teaching English: ESOL** has been designed for teachers with a generic teaching qualification or trainee teachers who wish to obtain a specialist teaching qualification in ESOL.

The Diploma is suitable for teachers, tutors and trainers who may be working in an FE college, Community Learning and Skills Provider or Independent Learning Provider and for those delivering work-based training such as within voluntary, community, private or public organisations.

Potential trainee teachers should be aware that, since 2007, they have been able to undertake a standalone qualification prior to embarking on a generic teaching qualification as well as alongside or afterwards.

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

- Ascentis-devised assessment tasks designed to cover all the assessment criteria within the unit
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the Diploma and highly relevant to learners working or intending to work with ESOL learners
- It can be delivered either as a stand-alone course or as a blended learning programme with for example the Level 5 Diploma in Education and Training
- Allows for a minimum of 50 hours of teaching practice in an ESOL setting.

### Aims

The aims of the qualification are to enable learners:

- 1 To have a sound subject knowledge base for teaching ESOL learners in a range of teaching and learning contexts
- 2 To develop the necessary knowledge, skills and attitudes for teaching ESOL learners
- 3 To promote personal and professional development
- 4 To enhance the quality of teaching and learning

### Target Group

This qualification is aimed at a range of learners, including:

- Teachers who may already have a recognised generic teaching qualification, but no recognised subject qualification in ESOL.
- Trainees who have opted to undertake the stand-alone qualification prior to taking a generic teaching qualification.
- Those holding a recognised qualification for teaching numeracy or literacy who now need to teach ESOL

### Ofqual Qualification Number

Ascentis Level 5 Diploma in Teaching English ESOL: **601/0520/3**

## Rules of Combination

Ascentis Level 5 Diploma in Teaching English: ESOL				
				Maximum credits: 45
Minimum credit value at level of qualification or above: 45				
Group A - Mandatory Units		Credit (from Group A) Mandatory units:30		
Title	Level	Credit Value	GLH	Unit ref
ESOL teaching and learning	5	15	40	M/505/0783
ESOL theories and frameworks	5	15	40	A/505/0785
Group B - Optional Units		Minimum credit (from Group B) Optional units:15		
ESOL and the learners	5	15	40	F/505/0786
Literacy, ESOL and the learners	5	15	40	Y/505/0776
<b>Credits from equivalent units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

### Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 120.

### Total Qualification Time

The total qualification time for this qualification is 450.

### Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation-usually within the life span of the qualification.

### Links to other qualifications in the Education and Training suite

Learners are not required to have achieved a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training or a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training before undertaking a Level 5 Diploma in Teaching English: ESOL.

There is no transfer of practice, and no transfer of observed and assessed practice hours from a previously achieved Level 3 Award in Education and Training or Level 4 Certificate in Education and Training for learners who are progressing directly to the Level 5 Diploma in Teaching English: ESOL.

Since 2007, learners have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards. If a learner already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training.

The following units from the standalone specialist qualifications are available as optional units in the Level 5 Diploma in Education and Training qualification:

- ESOL theories and frameworks (Level 5)
- ESOL and the Learners (Level 5)
- Literacy, ESOL and the Learners (Level 5)

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Learners who have achieved one or more of these units as part of a Level 5 Diploma in Education and Training can go on to take the additional unit(s) to complete the Level 5 Diploma in Teaching English: ESOL.

Learners who have completed the Level 5 Diploma in Teaching English: ESOL may transfer a maximum of 50 hours of practice towards the overall minimum practice of 100 hours for the Level 5 Diploma in Education and Training (including Teaching English: ESOL). Those learners may also transfer a maximum of two observed assessments of practice from the standalone diploma towards the overall minimum of eight observed assessments of practice for Level 5 Diploma in Education and Training (including Teaching English: ESOL).

### **Recommended Prior Knowledge, Attainment and/or Experience**

As part of the selection process for entry onto this qualification programme all potential learners should be interviewed and undertake an initial assessment of their skills in English, Mathematics and ICT. All learners should record their development needs and, where applicable, agree an action plan to address them. If learners join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training and/or a Level 4 CTLLS or a Level 4 Certificate in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

Centres need to ensure that learners are selected for suitability on the course establishing that they meet the following minimum criteria and the entry requirements further below:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults

A minimum of at least 50 hours of teaching practice is required for the Diploma. Learners must have access to this amount of teaching practice within an ESOL specialist area.

### **Requirements for personal skills in English, Mathematics and ICT elements**

As part of the selection process for entry on to the course, all potential learners will need to evidence Level 3 personal skills in English.

The LSIS entry criteria and how they may be evidenced are detailed in the following document, 'Criteria for Entry to mathematics (Numeracy) and English (Literacy and ESOL) teacher training in the lifelong learning sector', LSIS (June 2007, amended 2010).

Ascentis offers the Level 3 Award in English for Literacy and Language Teaching. This covers the entry criteria for English and can be used as a 'bridging' programme for potential trainees needing to improve their skills before joining a teacher training programme.

### **Age Range of Qualification**

This qualification is suitable for learners aged 19+.

### **Opportunities for Progression**

Learners without a generic teaching qualification could progress onto the following qualifications:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

### **Relationship to National Occupational Standards**

The units for this qualification were written by LSIS and are underpinned by:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2007)
- Application of the professional standards for teachers of English(Literacy and ESOL)

## Resources to Support the Delivery of the Qualification

These are outlined in Appendix 8.

### 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](http://www.ascentis.co.uk).

### Qualification Approval

If your centre is already a recognised centre, 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](http://www.ascentis.co.uk).

### Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

### Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

### 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 learners can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learners suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

### Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

#### Internal Assessment

To achieve the Level 5 Diploma in Teaching English: ESOL evidence of achievement of all the assessment criteria must be demonstrated, together with at least 50 hours of teaching practice, of which there must be at least 4 observations totalling a minimum of 4 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis-devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in Appendix 9. This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the learner progresses through the programme. The 3PF can be downloaded via QuartzWeb, the Ascentis E-Portal, at [www.ascentis.co.uk](http://www.ascentis.co.uk).

In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the units of the qualification. The 3PF and the assessment tasks are designed to meet the needs of learners working or intending to work within a wide range of learning environments within Education and Training. Ascentis-devised assessment tasks are available but centres may devise their own if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted using the cover sheet provided in Appendix 5.

The 3PF and all assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

#### Completion of the 3PF and assessment tasks

Learners need to complete the 3PF and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the qualification. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors should consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the qualification.

The tutor/assessor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Summary Record of Achievement which includes a statement on authentication should be signed by both the learner and assessor. The summary sheet is found in Appendix 1.

If learners fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

#### Generic Criteria

All learners' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic criteria and level descriptors can be found in Appendix 4.

#### Teaching Practice and Assessed Observations

In order to successfully achieve the Diploma, learners must complete a minimum of 50 hours of teaching practice in an ESOL teaching and learning environment. There must be a minimum of 4 observations totalling a minimum of 4 hours and any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups of learners to achieve this qualification. In addition practice must be undertaken within at least two of the three levels in the ESOL core curriculum – Entry level and one other (Level 1 or Level 2).

Appendix 3 summarises the practice requirements for the unit *ESOL teaching and learning (Level 5)*. The four observations must be linked to this unit. To be eligible for the award of credit for the above unit, a learner must be able to provide evidence of four assessed observations of practice that meet the required standard of practice. Details of the standards of practice required of trainee teachers in assessed observations are provided in Appendix 6.

Observed teaching practice should take place at regular intervals throughout the course to allow time for learner reflection and development. A pro forma is provided for the observed teaching report in Appendix 2.

It is recommended that any assessed observations of practice demonstrating the characteristics of Inadequate practice (Grade 4) identified in Appendix 6 should not be included in the total number of assessed observations of practice required for this qualification. Centres should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 6 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a Good standard of practice (Grade 2) by the end of their programme. A tracking document is available to download from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk)

Ascentis recommends that **at least two hours** of observed and assessed practice demonstrates Grade 2 characteristics.

In the case of learners who are already teaching, their own classes may be used for teaching practice. For other learners, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable learners to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that learners are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing below.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

If the learner does not complete the required 50 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the Diploma will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

### Centre Devised Assessment Tasks

Centre devised assessments can be devised if there is a rationale for moving away from the Ascentis devised assessment strategy. Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted on the cover sheet in Appendix 5.

## 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. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance. Further information is available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

Ascentis External Verifiers will confirm the Internal Verification activities at their visit.

### 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 regulated 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

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in Teaching English: ESOL must have:

- a teaching qualification equivalent to Level 5 or above;
- a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area;
- evidence of teaching experience in an ESOL context;
- in-depth knowledge of the specialist area;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

**Centre staffing will be checked as part of the centre approval process, which will ask for copies of CV's and teaching certificates.**

## UNIT SPECIFICATIONS

### ESOL teaching and learning

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to enable learners to provide inclusive ESOL teaching and learning. Learners will consider how to plan and deliver inclusive ESOL teaching and learning, how to liaise with others to promote the inclusion of literacy, language and wider skills in learning programmes, and the use of specialist approaches and tools in the assessment of literacy and language learners. Learners will also evaluate and improve their ESOL practice.

Learning Outcomes	Assessment Criteria	3PF
The learner will be able to	The learner can	
1. Be able to plan inclusive literacy and language teaching and learning.	1.1 Plan literacy and language teaching and learning to meet the needs of individual ESOL learners using: <ul style="list-style-type: none"> <li>▪ own specialist knowledge of language systems</li> <li>▪ the results of specialist initial and diagnostic assessments</li> <li>▪ specialist curricula</li> </ul>	PDE OR
	1.2 Select literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners.	PDE OR
2. Be able to deliver inclusive literacy and language teaching and learning.	2.1 Adapt and use literacy and language approaches, methods, activities and resources to meet the individual needs of ESOL learners.	PDE OR
	2.2 Use specialist literacy and language approaches, methods, activities and resources to develop ESOL learners in their: <ul style="list-style-type: none"> <li>▪ awareness of how language works</li> <li>▪ basic literacy</li> <li>▪ speaking and listening skills</li> <li>▪ reading skills</li> <li>▪ writing skills</li> </ul>	PDE OR
3. Be able to use specialist approaches and tools in the assessment of literacy and language learners.	3.1 Identify the skills, knowledge and understanding that can be assessed in ESOL.	PDE OR
	3.2 Select and use specialist approaches and tools to conduct fair and equitable literacy and language assessments of learning.	PDE OR
	3.3 Involve ESOL learners in the processes of assessment.	PDE OR
	3.4 Record relevant specialist assessment information to inform teaching and learning.	PDE OR
4. Be able to evaluate own practice in teaching literacy and language.	4.1 Reflect on own practice in teaching literacy and language drawing on: <ul style="list-style-type: none"> <li>▪ own research into specialist area</li> <li>▪ assessment data</li> <li>▪ feedback from learners</li> <li>▪ feedback from colleagues</li> </ul>	RJ
	4.2 Identify ways to improve own practice in teaching literacy and language.	RJ TRL PDE

## Indicative Content

### Plan inclusive literacy and language learning teaching

- Use inclusive practice which addresses barriers, such as, attitudes, exclusion or isolation owing to gender, race, age, disability, linguistic differences, etc. to meet the needs of individual ESOL learners. This is not an exhaustive list of potential barriers to learning.
- Incorporate inclusive approaches to teaching and learning (e.g. Thompson and Kwitko (2007)) which could include:
  - Making eye contact with all students when you speak to them
  - Treating each student as an individual
  - Calling all students by name where possible
- Plan coherent programmes of learning which incorporate and balance a range of elements, including:
  - Application theories, models, principles of ESOL curriculum design
  - ESOL teacher's 'professional vision'
  - Language and literacy development
  - Study skills
  - The learners and their contexts
- Interpret and use the results of specialist initial and diagnostic assessment to plan for inclusive ESOL teaching and learning.

### Deliver inclusive literacy and language teaching and learning

- Use approaches which take into account the range of learner backgrounds, histories, learning goals and preferences and cognitive styles.
- Have strategies to differentiate teaching and learning according to learners' different skills and previous experiences of literacy and language learning.
- Integrate the development of listening, reading, speaking and writing skills at text, sentence and word level.
- Use the social practice approach to ESOL teaching and learning
- Raise ESOL learners' awareness of linguistic structures to support language learning include:
  - Correction strategies
  - Group work and classroom talk
  - Teaching critical reading in stages ( DARTS, PQ4R)
  - Genre/ language experience approach to writing skills
  - E-learning technologies (MP3, class blog, interactive presentations etc.)
- Support ESOL learners to become 'good language learners' (Norton 1995)
- Use a range of approaches and resources to help learners develop critical reading, writing, speaking and listening skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals

### Use specialist approaches and tools in assessment

- Principle and approaches to assessment for ESOL learning (learner centred, social interaction etc.)
- Select and use different forms of literacy assessment (initial, diagnostic, formative, summative) appropriate to context and purpose.
- Facilitate learner involvement and shared responsibility in the language and literacy assessment process.
- Develop and facilitate peer and self-assessment of language and literacy learning.
- Demonstrate awareness of a range of issues related to recording learner progress in ESOL teaching and learning such as: the level of detail regarding literacy and language skills, knowledge and understanding, recording feelings about ESOL learning etc.

### Evaluate and improve own practice

- Reflect on performance via diary, peer observation, learner feedback etc.
- Identify opportunities for developing own practice in literacy teaching.

Engage in appropriate professional development activities to improve own practice such as mentoring/ coaching/ workshops / conferencing etc.

### Tutor Guidance

#### Assessment method

Learners should complete the 3PF.

## UNIT SPECIFICATIONS

### ESOL theories and frameworks

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to ESOL learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.

Learning Outcomes	Assessment Criteria	Assessment
The learner will be able to	The learner can	
1. Understand theories and principles relating to language acquisition and learning.	1.1 Analyse theories of first and second language acquisition and learning.	Part 1
	1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning.	Part 1
2. Understand theories and principles relating to literacy learning and development.	2.1 Analyse theories of literacy learning and development.	Part 1
	2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development.	Part 1
3. Be able to analyse spoken and written language.	3.1 Analyse ways in which language can be described.	Part 2
	3.2 Explain descriptive and prescriptive approaches to language analysis.	Part 2
	3.3 Identify significant differences between the description and conventions of English and other languages.	Part 2
	3.4 Analyse spoken and written language at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 2
	3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners.	Part 2
	3.6 Use key discursual, grammatical, lexical and phonological terms accurately.	Part 2
4. Understand the processes involved in the development of speaking, listening, reading and writing skills.	4.1 Analyse the processes involved in speaking and listening for ESOL learners.	Part 3
	4.2 Analyse the processes involved in reading and writing for ESOL learners.	Part 3
	4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning.	Part 3
	4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning.	Part 3

## Indicative Content

### Language Acquisition

- Theories of first and second language acquisition and learning e.g. inter language, hypothesis formation.
- Application of key theories to practices with reference to past and current language teaching methodologies e.g. Structuralist approach, behaviourist models, task/activity-based learning etc.

### Literacy Development

- The New Literacy Studies and the moving away from the traditional cognitive skills model of literacy.
- The ideological versus the autonomous model of literacy as described by Street (1995). The deficit model approach to literacy learners and teaching.
- The notion of 'literacies' rather than one single literacy (Barton, Hamilton, Appleby etc.).
- Be aware of theories relating to:
  - Reading and application to practice
  - Discourse and application to practice
  - Syntax and implications for literacy learning
  - Study of semantics / pragmatics / signs and symbols

### Describing and analysing language

- Key features of language and ways in which spoken language differs from written language e.g. less formal; frequency of incomplete sentences and vague language; importance of intonation etc.
- Analysis of spoken and written language:
  - At text level e.g. Understanding of discourse analysis, genre analysis; Choice of appropriate conventions and formats for different genres; Choice of grammar, lexis appropriate for purpose, content, audience; Typographical features
  - At discourse level e.g. Role of intonation in discourse - highlighting new information, drawing attention to important points, showing contrast, etc.
  - At sentence/phrase level e.g. Sentence structure and sentence type including constituents and word order of simple, compound and complex sentences; Clause and phrase structure; Classifications of nouns; Pronouns; Adjectives; Adverbs; All tenses
  - At word level e.g. Study of phonetics, phonology and English sound system; Formation and description of English phonemes; Consonants and consonant clusters, long and short vowels and diphthongs

### Processes involved in the development of:

- Reading and writing. Range of features used to help decode meanings, e.g.
  - Strategies to read new words – prefixes, suffixes, syllables
  - Strategies to read and understand a range of text types
  - Word order and function
- Speaking and listening e.g. different levels of spoken English; Concepts of fluency etc.

## Assessment method

Assessment Task	
<b>Assessment Task</b>	
<b>Part 1</b>	
<ul style="list-style-type: none"><li>Write a critical review of the key theories of first and second language and literacy acquisition and development.</li><li>Analyse a range of language and literacy approaches to teaching, and relate them to the key theories.</li></ul>	1200-1500 words
<b>Part 2</b>	
<ul style="list-style-type: none"><li>Select a recorded group discussion and a written text from a literacy context. Present a detailed analysis of the spoken and written English used.</li><li>Present your findings as a report given as a seminar to your course members.</li></ul>	1200-1500 words
<b>Part 3</b>	
<ul style="list-style-type: none"><li>Discuss and analyse the processes by which learners move from beginner stage to competence in Reading, Writing, Speaking and Listening.</li><li>In a specified learning context, indicate the main features of a teaching strategy which demonstrates the interdependence of the four skills</li></ul>	1200-1500 words

### Tutor Guidance

Please note that this unit also appears in the following Ascentis qualification:

Level 5 Diploma in Education and Training

## UNIT SPECIFICATIONS

### ESOL and the learners

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Learning Outcomes	Assessment Criteria	Assessment
The learner will be able to	The learner can	
1. Understand the significance of language change and variety for ESOL learners.	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis.	Part 1 Part 3
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 1 Part 3
	1.3 Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development.	Part 1 Part 3
2. Understand the relationship between language and social processes.	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors.	Part 2
	2.2 Analyse how language is used in the formation, maintenance and transformation of power relations.	Part 3
3. Understand factors that influence literacy and language acquisition, learning and use.	3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use.	Part 2
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.	Part 2
4. Understand the use of assessment approaches to meet the needs of ESOL learners	4.1 Identify the skills, knowledge and understanding that can be assessed in ESOL.	TRL PDE
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners.	TRL PDE
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning.	TRL PDE
5. Understand how to promote learning and learner support within literacy and language	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners.	TRL

teaching and learning.	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.	TRL
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1 Identify literacy and language skills needed across contexts and subjects.	PDE TRL
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.	TRL

### Indicative Content

- Understand how language changes and how this influences language and literacy use. Languages are dynamic and constantly evolving. The dynamic nature of the English language and how it has changed over time and continues to change in response to migration; war; technological innovations; blurring of the class structure; proliferation of TV and film; education - compulsory education; rise of youth culture; media and public broadcasting. Language is still changing through media, travel, politics, etc.
- The changing nature of literacy and texts, including the move from page to screen and the development of multimedia texts. The multimodal nature of learners' everyday language practices and how these can be used in the ESOL classroom. Digital literacies and supporting learners in developing digital literacies.
- Language variety - varieties and dialects of English, both international and intra-national, each with its own spoken and often written form. Standard and non-standard English as varieties of English. The effect of geography, age, gender, social class etc. on spoken and written English. The notion of 'Englishes' rather than the existence of one single English language and the implications of this for ESOL learners and the teaching and learning of ESOL. The role of Standard English in the ESOL classrooms. Supporting learners in switching between Standard and non-Standard English depending on the context and purpose of their language use.
- English as a global language and the cultural hegemony of English. The use of English for technology, media, commerce, science and other fields across the world.
- Language and social processes – the role of language in maintaining social inequality; critical literacy and its role in supporting learners in challenging social, political and cultural inequalities.
- Current hierarchies and inequalities in language and literacy use and their role in reflecting and maintaining existing social and power relations. The provisional nature of hierarchies in language and literacy and the potential for change by all language users.
- The role of language in maintaining social group identity. How some languages are valued more than others. Idiolect and identity. Valuing linguistic diversity while supporting learners to make linguistic choices depending on context. Literacy learning as a factor in reducing social inequality and supporting social cohesion. Communities of practice and literacy learning through a process of 'apprenticeship' after Lave and Wenger (1991), Wenger (1998).
- The factors which influence ESOL learners' choice of style, register etc. and developing ESOL learners' repertoires of registers, styles, varieties etc. in order to use and apply language learning in a range of contexts, both formal and informal. Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text.
- Understand the different ways in which language can be described and analysed. How language can be described in a range of ways relating to semantic, morphological, grammatical, written or spoken features. How features of language are related and interdependent. How different languages and varieties of English are described in different ways. Analyse the phonological features of language.
- Understand the social, cognitive and affective factors which may influence language and literacy learning. How social, cultural, economic, linguistic and personal factors influence language learning. The range and diversity of learners in ESOL programmes – their languages, cultures and life experiences. Socio-cultural theories of language use and what this means for ESOL learners.

- The effect of government policy (educational and non-educational policy) on ESOL learners and their access to ESOL programmes. How providers have to respond to government policy.
- The 'second language context' and how this affects ESOL learners' opportunities for learning English. ESOL learners' language learning and use outside of the formal classroom. The role of first language learning in second language acquisition (SLA).
- SLA theory as it applies to ESOL teaching and learning. Theories which focus on internal factors in SLA, e.g. cognitive factors and linguistic structures and external factors, e.g. the 'social turn' in SLA (Block 2003). The acculturation model (Schumann 1978) and the lack of opportunity for ESOL learners to use their language learning in contexts other than those which are both official and stressful (Bremer et al 1996). Communities of practice (Lave and Wenger 1991) and the role of the ESOL classroom in giving ESOL learners a 'licence to participate' (Roberts et al, 2004). The role of 'input' as a concept in SLA. Input-Interaction-Output (IIO) model of SLA (Block 2003).
- Take account of the impact of different cognitive, physical and sensory abilities and disabilities on literacy and language learning, e.g. dyslexia, autistic spectrum disorder, sight impairment, hearing impairment. The use of specialist resources and low and high assistive technology for language and literacy learning.
- Models of embedding ESOL teaching and learning into vocational programmes, e.g. regional delivery model.
- Approaches to collaborating with relevant specialist colleagues to embed literacy into vocational programmes to support learner achievement – teamwork, co-ordination.
- Need to identify the underpinning literacy and language skills needed to succeed on learners' vocational programmes.

### **Assessment method**

Completion of the assignments below and the 3PF

## Assessment Method

### Assessment Task

#### Part 1

- Select two examples of communication with learners used within your teaching - one spoken and one written (e.g. group discussion, handout). Write a critical summary of the types of language used in both examples with reference to phonology, grammar and lexis. Include in your analysis reference to Standard English and other varieties of English in both spoken and written form and how these relate to your examples.
- Discuss how language can vary in different oral and written contexts and the impact of language variety on learners' literacy and language development.

1200-1500 words

#### Part 2

- Analyse the different ways in which language and literacy skills are acquired and learnt building on the prior language and literacy experience of ESOL learners.
- Comment on a range of personal, social and cultural factors which affect the acquisition and development of language and literacy skills.
- Discuss the effect of a range of learning disabilities and difficulties on the acquisition and development of language and literacy skills.

1200-1500 words

#### Part 3

- Discuss reasons why both spoken and written language has changed, using examples from your own reading, research and experience, and say what impact language change will have on your teaching ESOL learners and their literacy and language development. Your analysis of language change needs to include reference to spoken language at discourse, phrase and word levels and written language at text, sentence and word levels.
- Analyse how language, both written and spoken, determines and influences social and professional relationships.

1200-1500 words

### Tutor Guidance

Please note that this unit also appears in the following Ascentis qualification:

Level 5 Diploma in Education and Training

## UNIT SPECIFICATIONS

### Literacy, ESOL and the learners

**Credit Value of Unit: 15**

**GLH of Unit: 40**

**Level of Unit: 5**

#### Introduction

The unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Learning Outcomes	Assessment Criteria	Assessment
The learner will be able to	The learner can	
1. Understand the significance of language change and variety for literacy and ESOL learners.	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis.	Part 1 Part 3
	1.2 Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>▪ text and discourse level</li> <li>▪ sentence and phrase level</li> <li>▪ word level</li> <li>▪ phoneme level</li> </ul>	Part 1 Part 3
	1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development.	Part 1 Part 3
2. Understand the relationship between language and social processes.	2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors.	Part 2
	2.2 Analyse how language is used in the formation, maintenance and transformation of power relations.	Part 3
3. Understand factors that influence literacy, ESOL and language acquisition, learning and use.	3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use.	Part 2
	3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning.	Part 2
4. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL.	TRL PDE
	4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners.	TRL PDE
	4.3 Analyse the use of assessment tools in literacy and language teaching and learning.	TRL PDE
5. Understand how to promote learning and learner support within literacy and language teaching and learning.	5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners.	TRL PDE
	5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.	TRL PDE

6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1 Identify literacy and language skills needed across contexts and subjects.	TRL PDE
	6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.	TRL PDE

### Indicative Content

#### Significance of language change

- Reasons for language change - the dynamic nature of the English language and how it responds to migration; war; technological innovations; blurring of the class structure, etc.
- Language is still changing through media, travel, politics, etc.
- The changing nature of literacy and texts - the move from page to screen, the development of multimedia texts, digital literacies and supporting learners in developing digital literacies.

#### Significance of language variety

- Language variety
- Dialects of English, both international and intra-national.
- Standard and non-standard English as varieties of English
- The notion of 'Englishes' rather than the existence of one single English language.
- The role of Standard English in the literacy and ESOL classroom. Supporting learners in switching between Standard and non-Standard English depending on the context and purpose of their language use.

#### Language and social processes

- Current hierarchies and inequalities in language and literacy and ESOL use play a role in reflecting and maintaining existing social and power relations.
- Language can play a role in maintaining social inequality - critical literacy can also support learners in challenging social, political and cultural inequalities
- Language plays a role in maintaining social group identity - some languages are more valued than others. Idiolect and identity.
- Literacy learning can be a factor in reducing social inequality and supporting social cohesion. Lave and Wenger (1991), Wenger (1998).
- Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text.

#### Factors which influence language and literacy acquisition

- The range and diversity of learners in literacy and ESOL programmes – their current use of language, their cultures and life experiences.
- The effect of government policy (educational and non-educational policy) on literacy and ESOL learners and their access to literacy programmes. Providers have to respond to government policy.
- The impact of cognitive (latent or insight) and affective (e.g. noise, bullying) factors on language and literacy development in ESOL learners
- Current theories and principles relating to language acquisition and bilingualism (e.g. D. Crystal, N. Chomsky, J. Aitchison) and related teaching and learning approaches.
- Learning disabilities such as dyslexia, autistic spectrum disorder, sight impairment, hearing impairment. The use of specialist resources and low and high assistive technology for language and literacy learning for ESOL learners
- The 'second language context' affects ESOL learners' opportunities for learning English as does their language learning and use outside of the formal classroom. The role of first language learning in second language acquisition (SLA).
- Theories which focus on internal factors in SLA:
  - Cognitive factors and linguistic structures and external factors, e.g. the 'social turn' in SLA (Block 2003).
  - Communities of practice (Lave and Wenger 1991)
  - The role of the ESOL classroom in giving ESOL learners a 'licence to participate' (Roberts et al, 2004).

### **Promoting Learning and learner support within literacy and language teaching and learning**

- The role of context in motivating learners and developing literacy and language support
- Ways to support learners with text, sentence and word level work

### **Liaise with others**

Be aware of :

- Models of embedding literacy into vocational programmes, e.g. regional delivery model
- Approaches to collaborating with relevant specialist colleagues to embed literacy into vocational programmes to support learner achievement – teamwork, co-ordination.
- Need to identify the underpinning literacy and language skills needed to succeed on learners' vocational programmes.

### **Assessment method**

Completion of the assignments below and the 3PF

#### **Assessment Tasks**

##### **Part 1**

- Select two example of communication with learners used within your teaching - one spoken and one written (e.g. group discussion, handout). Write a critical summary of the types of language used in both examples with reference to phonology, grammar and lexis. Include in your analysis reference to Standard English and other varieties of English in both spoken and written form and how these relate to your examples.
- Discuss how language can vary in different oral and written contexts and the impact of language variety on learners' literacy and language development.

1200-1500 words

##### **Part 2**

- Analyse the different ways in which language and literacy skills are acquired and learnt, building on the prior language and literacy experience of ESOL/literacy learners.
- Comment on a range of personal, social and cultural factors that affect the acquisition and development of language and literacy skills.
- Discuss the effect of a range of learning disabilities and difficulties on the acquisition and development of language and literacy skills

1200-1500 words

##### **Part 3**

- Discuss reasons why both spoken and written language has changed, using examples from your own reading, research and experience, and say what impact language change has on your teaching of literacy and ESOL learners. Your analysis of language change needs to include reference to spoken language at discourse, phrase and word levels and written language at text, sentence and word levels.
- Analyse how language, both written and spoken determines and influences social and professional relationships.

1200-1500 words

### **Tutor Guidance**

Please note that this unit also appears in the following Ascentis qualification:

Level 5 Diploma in Education and Training  
Level 5 Diploma in Teaching English: Literacy

### Summary Record of Achievement

#### Level 5 Diploma in Teaching English: ESOL

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification: 45

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
ESOL teaching and learning	5	15			
ESOL theories and frameworks	5	15			
ESOL and the learners	5	15			
Literacy, ESOL and the learners	5	15			

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner Signature \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

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## Observed and Assessed Teaching Report

### Level 5 Subject Specialist Diplomas (English: Literacy, English: ESOL, and Mathematics: Numeracy)

This pro forma can be used by centres to record the judgements made when observing and assessing learners' teaching for the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy. Centres are not required to use this pro forma and if they wish, can develop their own. However, centres should ensure that they cover each of the elements identified below including grading learners' teaching. Judgements relating to grading should be based on the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted 2012). The pro forma also identifies assessment criteria from the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy that learners' can meet and/or partially meet in their practical teaching. Whilst it is not essential for learners to demonstrate that they meet each of the assessment criteria identified below during observations of their practice, it is likely that they will generate some relevant evidence in relation to some and/or all of these criteria. Centres may wish to draw on this evidence to demonstrate learners' achievement of particular assessment criteria. It should be noted that the list of assessment criteria identified below is not intended to be exhaustive. Centres may identify other assessment criteria which learners can meet in their practice.

Key to abbreviations:

- LTL: Literacy teaching and learning (level 5)
- ETL: ESOL teaching and learning (level 5)
- NTL: Numeracy teaching and learning (level 5)

**Level 5 Subject Specialist Diplomas (English: Literacy, English: ESOL, and Mathematics: Numeracy)**

<b>Learner name:</b>	<b>Observer name and status: (tutor/mentor)</b>	<b>Observation number: (1 2 3 4)</b>
<b>Course/group taught:</b>	<b>Subject/topic</b>	<b>Location of session:</b>
<b>Time of session:</b> From:            To:	<b>Duration of observation:</b> From:            To:	<b>Date of observation:</b>
<b>Name of qualification:</b>		
<b>Action points from previous observations to be addressed in this session</b>		

<b>Planning and preparation</b>	<b>Links to assessment criteria</b>	<b>Observer's comments</b>
Clarity and content of scheme of work	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	

<p>Clarity and content of session plan including:</p> <ul style="list-style-type: none"> <li>• Expression of learning outcomes</li> <li>• Appropriateness of session structure</li> <li>• Range and appropriateness of teaching and learning approaches and activities</li> <li>• Range and appropriateness of teaching and learning resources</li> <li>• Range and appropriateness of assessment methods and activities</li> <li>• Identification of strategies for differentiation</li> </ul>	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	
Quality of learning resources/materials	LTL 2.2; ETL 2.2; NTL 1.2;	
Organisation and safety of learning environment	LTL 2.1; ETL 2.1; NTL 1.1;	

<b>Teaching, learning and assessment</b>	<b>Links to assessment criteria</b>	<b>Observer's comments</b>
Completion of administrative requirements of lesson	LTL 4.4; ETL 4.4; NTL 2.4;	

Clarity of introduction to lesson	LTL 3.1 & 3.2; NTL 3.1;	
Clarity of links to previous learning	LTL 3.1 & 3.2; LETL 3.1 & 3.2; NTL 3.2;	
Effectiveness of checks on previous learning	LTL3.1 & 4.2; ETL 3.1; NTL 3.2;	
Effectiveness of use of teaching and learning approaches, activities and resources to meet individual learning needs	LTL 3.1 & 3.2; ETL 3.1 & 3.2; NTL 3.2;	
Clarity and appropriateness of verbal communication	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 4.1 - 4.4;	
Appropriateness of non-verbal communication	LTL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; NTL 4.1 – 4.4;	

Effectiveness of questioning techniques	LTL3.1, 4.1, 4.2 & 4.3; ETL 3.1; 4.1, 4.2 & 4.3; NTL 2.1; 2.2 & 4.1 4.4;	
Effectiveness of listening skills	LTL 3.1, 4.2 & 4.3; ETL 3.1, 4.2 & 4.3; NTL 2.1, 2.2 & 3.2;	

Effectiveness of responses to learners' questions	LTL 3.1, 4.1, 4.2 & 4.3; ETL 3.1, 4.1, 4.2 & 4.3; NTL 2.1, 2.2;	
Appropriateness of pace of lesson	LTL 3.1 & 4.2; ETL 3.1 & 4.2; NTL 2.3 & 3.2;	
Teacher's expertise in and enthusiasm for the specialist area	LTL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; ETL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; NTL 1.1, 1.2, 2.1, 2.3, 3.2, 4.1 – 4.4;	
Effectiveness of promotion of equality and diversity	LTL 3.1; ETL 3.1; NTL 3.2;	
Effectiveness of integration of English, Mathematics and ICT skills	LTL 3.2; ETL 3.2; NTL 3.2 & 4.1 – 4.4;	
Quality of support for individual learning needs	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4;	
Effectiveness of classroom / behaviour management	LTL 3.1; ETL 3.1; NTL 3.1 & 3.2;	
Level of engagement, motivation and interest of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	
Level of co-operation and interaction of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	

Extent of learners' progress	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4;	
Effectiveness of conclusion to lesson	LTL 3.1; ETL 3.1: NTL 3.2;	
Level and appropriateness of teachers' expectations of learners	LTL 3.1, 3.3, 4.1 & 4.2; ETL 3.1, 3.3, 4.1 & 4.2; NTL 2.2, 2.3, 3.2;	
Level of learners' understanding of assessment activities and requirements	LTL 4.2; ETL 4.2; NTL 2.3;	
Effectiveness of use of assessment methods and activities to assess learning and meet the individual needs of learners	LTL 4.1 & 4.2; ETL 4.1 & 4.2; NTL 2.1 & 2.3;	

Effectiveness of monitoring of and checks on learning	LTL 4.2; ETL 4.2; NTL 2.3;	
Quality and effectiveness of verbal and written feedback to learners	LTL 4.2; ETL 4.2; NTL 2.3;	
Content and accuracy of assessment records	LTL 4.4; ETL 4.4; NTL 2.4	

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**Summary Review**

<b>Key strengths</b>	
<b>Key areas for development</b>	
<b>Progress towards meeting action points identified in previous observations</b>	
<b>The learner has, on the basis of the observed session, demonstrated the characteristics of grade</b>	<b>Please indicate 1, 2, 3 or 4</b>
<b>Observer's signature</b>	<b>Date</b>

**Learner Reflections**

<b>Reflections on observed session</b>	
<b>Reflection on observer feedback</b>	
<b>Action points / plan</b>	
<b>Learner's signature</b>	<b>Date</b>

**Summary of Practice Requirements for the Mandatory Units**

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on Requirements
<b>Mandatory units</b>			
<b>ESOL teaching and learning</b> Level 5	Yes	Yes	<p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. Practice must be in teaching and learning environments with an ESOL context, and should involve working with groups of learners. Practice must be undertaken within at least two of the three levels of the ESOL curriculum – Entry Level and one other level.</p> <p>To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard; totalling a minimum of four hours. All four of these observations must be in teaching and learning environments in an ESOL context. Assessed observations should include at least one ESOL observation at Entry Level.</p> <p>There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.</p>
<b>ESOL theories and frameworks</b> Level 5	No	No	n/a

## Level 5 Descriptors

Level Descriptor Extract Level 5				
Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	<p>Use practical, theoretical or technical understanding to find ways forward in broadly defined, complex contexts.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and scope of the area of study or work.</p> <p>Understand different perspectives or approaches or schools of thought and the reasoning behind them.</p>	<p>Address broadly-defined, complex problems.</p> <p>Determine, adapt and use appropriate methods and skills.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad parameters.</p>

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Generic Level 5 Descriptors
<p><b>By the end of the programme, learners will be able to demonstrate:</b></p> <p>A critical reflection of the relationship between theory and practice</p> <p>Critical evaluation of key concepts and principles in their area of study</p> <p>Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of detailed research and reading, including professional publications</p> <p>Concise, precise academic writing showing evidence of detailed planning</p> <p>Clear analysis and development of ideas and arguments</p> <p>Utilisation of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Critical analysis of and critical reflection on concepts and evidence to support a particular point of view</p> <p>Accurate use of numerical calculations and interpretation of data</p> <p>Use of Information and Communication Technology</p> <p>Evidence of commitment to working within a professional value base</p>

**Cover Sheet for Centre Devised Assessment Tasks**

**Cover Sheet for the Submission of Assessment Tasks for Qualifications within the Education and Training suite of qualifications for approval by Ascentis**

<b>Qualification Title</b>	
<b>Qualification Subject Code</b>	<b>Qualification Level</b>
<b>Title of the Assessment Tasks</b>	
<b>Centre Name</b>	
<b>Name of Coordinator</b>	
<b>Signature of Coordinator</b>	<b>Date</b>

Please enclose the assignments for approval together with this cover sheet and return to [qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk). Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

<b>Additional Information in Support of the Submission</b>

<b>For Ascentis use only</b>						
<b>Approved</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>	<b>Referred</b>	<input type="checkbox"/>
<b>Ascentis Quality Manager Signature</b>						
<b>Date</b>						

## Observation Grading Characteristics

### Standards of practice required of trainee teachers in assessed observations

*The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012)* states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference and guidance, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012)*.

### Grading Characteristics

#### Outstanding (Grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.
- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

## **Good (Grade 2)**

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including ICT and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

## **Requires improvement (Grade 3)**

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress. Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.

- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

#### **Inadequate (Grade 4)**

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

## Glossary

The table gives definitions for each of the terms and acronyms used in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in ) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

### Resources to Support the Delivery of the Qualification

This list of resources is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging students to not only read round a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for students is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available.

#### Books

- Appleyard N & Appleyard K (2010) *Communicating with Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Avis J Fisher R & Thompson R (Editors) (2010) *Teaching in Lifelong Learning: A Guide to Theory and Practice* Maidenhead Open University Press
- Ayers H (2006) *An A to Z Practical Guide to Learning Difficulties* London David Fulton Publishers
- Black P et al (2003) *Assessment for Learning: putting it into practice* Maidenhead Open University Press
- Cowley S (2006) *Getting the Buggers to Behave* London Continuum
- Duckworth et al (2010) *Successful Teaching Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Gardner H (1993) *Multiple Intelligences: The Theory in Practice* New York Basic Books
- Gravells A (2012) *Preparing to Teach in the Lifelong Learning Sector: The New Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity* Exeter Learning Matters
- Gravells A (2016) *Principles and Practice of Assessment* Exeter Learning Matters
- Hill C (2008) *Teaching with e-learning in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Hillier Y (2009) *Reflective teaching in further and adult education* (2nd Edn) London Continuum
- Kolb D A (1984) *Experiential Learning: Experience as the Source of Learning and Development* London Pearson Prentice Hall
- Maslow A (1987) *Motivation and Personality* (Rev Edn) London Longman
- NIACE (2009) *Readability: How to produce clear written materials for a range of readers* Leicester NIACE. Available as a free download at: <http://shop.niace.org.uk/readability.html>
- Petty G. (2009) *Evidence Based Teaching A Practical Approach* (2nd Edn) Cheltenham Nelson Thornes

- Petty G. (2009) *Teaching Today A Practical Guide* (5th Edn) Cheltenham Nelson Thornes
- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Reisenberger A & Dadzie S (2002) *Equality and Diversity in Adult and Community Learning: A Guide for Managers* London LSDA
- Schön, D.A. (1987), *Educating the Reflective Practitioner* San Francisco CA Jossey-Bass
- Tummons J (2011) *Assessing Learning in the Lifelong Learning Sector* (3rd Edn) Exeter Learning Matters
- Wallace S (2011) *Teaching Tutoring and Training in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S & Gravells J (2007) *Mentoring* (2nd Edn) Exeter Learning Matters
- Wenger E (1998) *Communities of Practice: Learning, meaning and identity*, Cambridge, Cambridge University Press
- Wood J & Dickinson J (2011) *Quality Assurance and Evaluation in the Lifelong Learning Sector* Exeter Learning Matters

#### **Research reports**

- Barton D (2003) *Models of Adult Learning* London NRDC
- Casey et al (2007) *You wouldn't expect a maths teacher to teach plastering* London NRDC
- (2010) *Teacher Education for Inclusion: An International Literature Review*: Brussels European Agency for Development in Special Needs Education

#### **Government reports**

- DfES/Standards Unit (2004) *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* Annesley: DfES Publications
- DfES (2006) *Further Education: Raising Skills, Improving Life Chances* Norwich: The Stationary Office
- Department of Education and Employment (1999) *The Moser Report: A Fresh Start – Improving Literacy and Numeracy*, London: DfEE
- FEFC (1996) *The Tomlinson Report: Inclusive Learning*, London: HMSO
- Ofsted (2008) *The Initial Training of Further Education Teachers* London : Ofsted

#### **Journals**

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Literacy Research
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

### Journal articles

- Atkins, Liz (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: *55th International Council on Education for Teaching World Assembly 2011*, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) Available at: <http://eprints.hud.ac.uk/11763/>
- Hopley, Janet (2011) The Shoebox activity: a powerful tool for learning. *Teaching in lifelong learning: a journal to inform and improve practice*, 3 (2). pp. 39-48. Available at: <http://eprints.hud.ac.uk/12031/1/Hopleyvol3no2doi.pdf>
- Bathmaker, Ann-Marie and Avis, James (2005) Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice in: *Journal of Education for Teaching*, Volume 31, Number 1 pages 47 – 62
- Lucas, Norman (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach' in: *Teaching Education*, Volume 18, Number 2 pages 93 - 106

### Magazines

Reflect: available at [www.nrdc.org.uk](http://www.nrdc.org.uk)

Adults Learning, NIACE (Monthly journal)

Education Guardian (Tuesday) or [www.education.guardian.co.uk](http://www.education.guardian.co.uk)

### Useful websites

Excellence Gateway English, Maths and ESOL Hub <http://www.excellencegateway.org.uk/sfl>

Access for All (2002) DfES <http://rwp.excellencegateway.org.uk/Access%20for%20All/>

Adult Literacy, Numeracy, ESOL Pre-Entry Core Curriculum (2001) DfES  
<http://www.excellencegateway.org.uk/sflcurriculum>

Update magazine <http://www.excellencegateway.org.uk/node/20171>

Department for Education <http://www.education.gov.uk/>