



Ascentis Level 1 Award in
Volunteering to Support English Language
Teaching and Learning

Specification

Qualification Number: 603/5976/6

Ofqual Start Date: 01/08/2020

Ofqual Review Date: 31/07/2027

Ofqual Certification Review Date: 31/07/2028

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 progression 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

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

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ASCENTIS LEVEL 1 AWARD IN VOLUNTEERING TO SUPPORT ENGLISH LANGUAGE TEACHING AND LEARNING

Introduction

This qualification has been designed to provide the basic skills required to support teaching and learning of English as a second language in a wide range of contexts. It uses the *NATECLA Framework for Good Practice in Voluntary ESOL* as a springboard for the design of the units of assessment.

<https://www.natecla.org.uk/content/668/For-volunteer-ESOL-teachers>

Aims

The aims of the qualification are to enable volunteers to:

- 1 Be able to support English language teaching and learning in their own organisational context.
- 2 Understand the importance of safeguarding and confidentiality in the classroom.
- 3 Be able to recognise and address some of the challenges and issues that English language students encounter.
- 4 Support students within their social setting

Target Group

The Level 1 Award in Volunteering to Support English Language Teaching and Learning is appropriate for volunteers who:

- would like to understand how to support others to learn English as a second language.
- need to understand how the ability to learn English can be affected by a wide range of personal, social or environmental factors.
- are not currently working in a learning support environment but are considering doing so in the future – in school, further or community education or other environments.
- would like to gain the skills and knowledge necessary to support ESOL students in a wide range of settings.
- may have learned English as a second language themselves and now wish to support others.

Regulation Codes

Qualification Accreditation Number (Ofqual and CCEA Regulation): 603/5976/6

Rules of Combination

Ascentis Level 1 Award in Volunteering to Support English Language Teaching and Learning				
Minimum credits: 7 Minimum credit value at level of qualification or above: 7				
Mandatory Units				
Credit (from Group A) Mandatory Units: 7				
Title	Level	Credit Value	GLH	Unit Code
Assisting in the Classroom	1	2	20	Y/618/1703
Safeguarding in the English Language Classroom	1	2	20	H/618/1705
Practising Language Use	1	2	20	M/618/1707
Providing Opportunities for Social Engagement	1	1	10	M/618/1710

Unit certification is available for all units.

Guided Learning Hours

The recommended guided learning hours for this qualification is 70.

Total Qualification Time

The total qualification time is 70.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the lifespan 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

It is recommended that volunteers should themselves be competent users of the English language.

Age Range of Qualification

This qualification is suitable for learners aged 19+.

Opportunities for Progression

The Award can lead to the Ascentis Level 2 Award and Certificate in Volunteering to Support English Language Teaching and Learning.

Resources to Support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

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 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.

Registration

Candidates **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date. Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk. Learner registered on the individual awards who complete the necessary rules of combination may claim the full certificate. The claim form for the full certificate may be found on the Ascentis website in the Resources/Key Documents section.

Status in England, Wales and Northern Ireland

This qualification is available in England 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 reasonable adjustments and special considerations are available from the login area of the Ascentis website 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*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 through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ In Northern Ireland it is the CCEA General Conditions of Recognition and in Wales the Qualifications Wales Standard Conditions of Recognition

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case any appeal is made.

The overall grading of this qualification is Pass or Fail.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course. Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video recordings
- Worksheets
- Audio recordings
- Self-assessments
- Workbook activities
- Final multiple-choice tests

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. An example tracking sheet can be found in [Appendix 2](#).

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

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

External Verification

Recognised centres will be verified 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:

- 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 Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence; by talking to learners; and 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 website.

UNIT SPECIFICATIONS

Unit Title: Safeguarding in the English Language Classroom

Unit Reference Number: H/618/1705

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Safeguarding is an area of vital importance for all those who come into contact with students.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the importance of safeguarding in the ESOL classroom	1.1 Describe the need for a DBS check
	1.2 Outline some issues of GDPR
	1.3 Identify issues around confidentiality
	1.4 List some definitions of hate crime
	1.5 Be aware of the UK law on domestic abuse
	1.6 Be aware of the UK law on FGM
	1.7 Be aware of the UK law on forced marriage
2 Understand the need to maintain boundaries in the ESOL classroom	2.1 Understand the limitations of the role of the volunteer
3 Understand the importance of signposting in the ESOL classroom	3.1 List the professional agencies available to support students
	3.2 Understand the need to refer sensitive issues to professionals

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand the importance of safeguarding

Learners should understand the purpose of a DBS check and how to apply for one. They should be aware of what the acronym GDPR stand for, why and when it was introduced into the UK and its effect on organisations and individuals, particularly in respect of confidentiality and the protection of personal data. They should understand the rights and responsibility of citizens and employees, including volunteers, in respect of UK laws on hate crime, domestic abuse, FGM and forced marriage, especially with regard to ESOL students and their particular circumstances.

Understand the need to maintain boundaries

Learners should be able to identify the hierarchy within an organisation and recognise the status of the teacher in the classroom. They should know and understand the working relationship between teaching staff (including volunteers) and students.

Understand the importance of signposting

Learners should understand the need to pass on information to the qualified teacher/group leader in the first instance. They should identify the safeguarding policies and procedures of the organisation. Learners should know and understand the disclosure policy and when referrals are mandatory. Learners should be able to identify agencies in the local area which could offer information and advice to students with regard to their personal lives, e.g., Citizens Advice, local authority, tenants' associations.

UNIT SPECIFICATIONS

Unit Title: Assisting in the Classroom

Unit Reference Number: Y/618/1703

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

The main focus of the volunteer is to provide extra help in the classroom. This could be to reinforce and practise language covered by the teacher, to focus on a particular area or to help with differentiation in the classroom by allowing students to progress more quickly or broaden their language skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand what is expected of a volunteer	1.1 Describe the role of the volunteer in context
	1.2 Identify other possible roles
2 Be aware of conduct as a volunteer	2.1 Model good classroom behaviour
	2.2 Suggest ways of providing support for the teacher
	2.3 Model good language learning behaviour
3 Identify personal skills and qualities	3.1 List own personal skills and qualities
	3.2 Give examples of how to maintain a positive approach
	3.3 Understand the importance of correcting mistakes in a positive way
	3.4 Be aware of the importance of contributions to discussions and allowing all students to take part

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand what is expected of a volunteer

Learners should be able to describe volunteering from the point of view of both the individual and the organisation, including reasons for volunteering and reasons for needing volunteers. They should identify progression routes from volunteering, e.g. into paid work. Learners should list the advantages and disadvantages of being a volunteer.

Be aware of conduct as a volunteer

Learners should recognise that volunteers represent the organisation and know their rights and responsibilities within it. They should be able to suggest how they can establish a working relationship with colleagues that positively contributes to the learning environment.

Identify personal skills and qualities

Learners should reflect on personal skills and qualities and how these can be applied to relationships with both teachers and students. They should identify how a volunteer can use life skills and past experience to contribute in the classroom. Learners should be able to recognise when and how to encourage and/or correct students in a positive way.

UNIT SPECIFICATIONS

Unit Title: Practising Language Use
Unit Reference Number: M/618/1707

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Learners should have a broad working knowledge of the Adult ESOL Core Curriculum, being aware of the levels and having a greater awareness of the standards of one level (the level of the class being supported).

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Demonstrate knowledge of the Adult ESOL Core Curriculum	1.1 Give an outline of the Adult ESOL Core Curriculum
	1.2 Be aware of progression within the Adult ESOL Core Curriculum
	1.3 Identify the skills addressed at 1-3 levels of the Adult ESOL Core Curriculum
2 Understand how to support speaking and listening activities	2.1 Facilitate role-plays effectively
	2.2 Support students to express themselves
	2.3 Understand the importance of thinking time
	2.4 Understand the relationship between accuracy and communication
3 Understand how to support reading activities	3.1 Identify gist reading techniques
	3.2 Demonstrate the use of text features to predict meaning
	3.3 Demonstrate the use of context to predict the meaning of words
	3.4 Demonstrate the use of reference material if unsure of vocabulary or grammar
4 Understand how to support writing activities	4.1 Understand and model the use of structures in writing activities
	4.2 Outline ways to support students with different experiences of literacy

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Demonstrate knowledge of the Adult ESOL Core Curriculum (AECC)

Learners should read the relevant sections of the AECC and understand something of the rationale underpinning it. They should understand how the skills in the AECC progress cumulatively and be able to describe the skills acquired and intended outcomes at 1-3 levels. Learners could demonstrate their knowledge of the AECC by writing in their own format how the Ascentis assessment criteria relate to the skills and outcomes expected at their chosen levels.

Understand how to support speaking and listening activities

Learners should be able to suggest how role-plays can enable students to practise their language skills in 'real' life situations. They should understand how to encourage students to speak by asking open questions and encouraging extended responses. They should recognise the value of silence and understand the delay that students have in reception, processing and production in listening and speaking exchanges. Learners should recognise that the use of language games can be used to engage students and provide extra practice.

Understand how to support reading activities

Learners should identify ways that students can understand the meaning of text other than reading every word. They should be able to list types, purpose and audience for various text types. Learners should be able to cite a few examples of specific reference materials students can access for help with grammar and vocabulary/spelling.

Understand how to support writing activities

Learners should understand that students might have different receptive and productive skills. Learners should understand that their students will have different experiences and levels of literacy in their own language and may have had little or no exposure to writing in the Latin script.

UNIT SPECIFICATIONS

Unit Title: Providing Opportunities for Social Engagement

Unit Reference Number: M/618/1710

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

The main focus is to support students to become independent through social engagement. Example tasks explain necessary processes about daily life, acting as a reference point in the place of learning.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to support students in understanding processes	1.1 Explain a process relevant to students, e.g. getting a bus, buying a train ticket 1.2 Explain a process related to place of learning
2 Discuss a local place of interest and its significance	2.1 Work with a small group to introduce a local place of interest
3 Support students to understand more about their local area	3.1 Act as a reference point in the classroom to explain a place, custom or local event

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Know how to support students in understanding processes

Learners should promote the understanding that the classroom is a safe environment to practise every day language and that learning a language is not restricted to time spent in the classroom.

Discuss a local place of interest and its significance

Learners could encourage students to explore their local area, to integrate into the wider community and to enhance their learning experience outside the classroom. Learners should encourage their students to use the extracurricular experience to practise all four skills: reading, writing, speaking and listening and to promote homework.

Support students to understand more about their local area

Learners should use personal knowledge of local area to enrich students' experiences. They should be up-to-date with local events. They should be able to describe local customs.

APPENDIX 1

Summary Record of Achievement

Level 1 Award in Volunteering to Support English Language Teaching and Learning

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification: 7

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) _____

APPENDIX 2

Tracking Sheet

Unit Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Resources to Support the Delivery of this Qualification (including physical resources)

Useful websites

NATECLA

<https://www.natecla.org.uk/content/668/For-volunteer-ESOL-teachers>

<https://www.natecla.org.uk/content/635/Useful-ESOL-teaching-websites>

Here, NATECLA gives links to multiple resources for ESOL/EFL teachers, such as the British Council's Film English and the Excellence Gateway.

BBC Learning English

Teachers and learners at all levels:

<https://www.bbc.co.uk/learningenglish/english/>

A comprehensive resource for teachers and learners of English at all levels, with thousands of interactive activities from basic to 'towards advanced' (look under Courses). You can change to a bilingual version for many languages on the top-right of the home page.

British Council

Teachers and learners at all levels:

<https://www.britishcouncil.org/english/learn-online/teachers>

On the address provided here (/teachers) you will find links to online resources such as webinars for teaching online, blogs, a teachers' clinic and more.