



## Ascentis Level 2 Award in Volunteering to Support English Language Teaching and Learning

### Specification

**Qualification Number:** 603/5973/0

Ofqual Start Date: 01/08/2020

Ofqual Review Date: 31/07/2026

Ofqual Certification Review Date: 31/07/2027

## 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, 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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# ASCENTIS LEVEL 2 AWARD IN VOLUNTEERING TO SUPPORT ENGLISH LANGUAGE TEACHING AND LEARNING

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## Introduction

This qualification has been designed to provide the basic skills required to support teaching and learning of English for Speakers of Other Languages in a wide range of contexts and settings. The NATECLA guidance for volunteers was used as a basis for the development.

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

## Aims

The aims of the qualification are to enable learners to:

- 1 Be able to support English language teaching and learning in their own organisational context.
- 2 Understand how to support learners who are learning to be confident users of the English language.
- 3 Be able to recognise and address some of the challenges and issues that English language students encounter.

## Target Group

The Ascentis Level 2 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 currently working in a learning support environment or 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): 603/5973/0

## Rules of Combination

| Ascentis Level 2 Award in Volunteering to Support English Language Teaching and Learning                           |       |              |     |            |
|--------------------------------------------------------------------------------------------------------------------|-------|--------------|-----|------------|
| To achieve the Award learners must complete the Mandatory Units and at least 3 units from the Optional Unit group. |       |              |     |            |
| Minimum Credits: 8<br>Minimum credit value at level of qualification or above: 8                                   |       |              |     |            |
| Group A – Mandatory Units                                                                                          |       |              |     |            |
| Title                                                                                                              | Level | Credit Value | GLH | Unit Code  |
| Preparing to Support ESOL Teaching & Learning                                                                      | 2     | 3            | 30  | D/618/1704 |
| Using Activities and Resources with ESOL students                                                                  | 2     | 2            | 20  | K/618/1706 |
| Group B – Optional Units                                                                                           |       |              |     |            |
| Minimum credit (from Group B) Optional Units: 3<br>Minimum optional credit at level of qualification or above: 3   |       |              |     |            |
| Title                                                                                                              | Level | Credit Value | GLH | Unit Code  |
| Choosing & Making Learning Resources                                                                               | 2     | 1            | 10  | T/618/1708 |
| Supporting Pre-Entry Language Students                                                                             | 2     | 1            | 10  | A/618/1709 |
| Developing Reading Skills – Entry Level                                                                            | 2     | 1            | 10  | L/618/1715 |
| Developing Writing Skills – Entry Level                                                                            | 2     | 1            | 10  | Y/618/1717 |
| Developing Speaking & Listening Skills – Entry Level                                                               | 2     | 1            | 10  | D/618/1718 |
| Improving Reading Skills – Levels 1 & 2                                                                            | 2     | 1            | 10  | Y/618/1720 |
| Improving Writing Skills – Levels 1 & 2                                                                            | 2     | 1            | 10  | H/618/1722 |
| Improving Speaking & Listening Skills – Levels 1 & 2                                                               | 2     | 1            | 10  | M/618/1724 |
| Supporting in the ESOL Classroom                                                                                   | 2     | 1            | 10  | A/618/1726 |
| Running Informal ESOL Conversation Groups or Community Activities                                                  | 2     | 1            | 10  | J/618/1728 |
| Supporting Students with Social Engagement Skills                                                                  | 2     | 1            | 10  | F/618/1730 |

Unit certification is available for all units.

### Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 80.

### Total Qualification Time (TQT)

The total qualification time for this qualification is 80.

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

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

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

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

### Age Range of Qualification

This qualification is suitable for learners aged 19+.

## Opportunities for Progression

The Award can lead to the Ascentis Level 2 Certificate in Learning Support and/or Level 3 qualifications in Education and Training.

## Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

## Resources to Support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification. Links to resources are included in Appendix 3.

## 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

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](http://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](mailto: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](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 login area of the Ascentis website [www.ascentis.co.uk](http://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.

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<sup>1</sup> 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

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### 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 qualification, 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 an 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
- 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](mailto:qualityassurance@ascentis.co.uk)).

Further information is available from the login section of the Ascentis website [www.ascentis.co.uk](http://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 assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

## Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

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

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

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

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

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

## Mandatory Unit Criteria

### UNIT SPECIFICATIONS

**Unit Title:** Preparing to Support ESOL Teaching & Learning

**Unit Reference Number:** D/618/1704

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** 2

#### Introduction

This unit allows learners to explore the range of issues in ESOL teaching and learning, covering the national context, the roles and responsibilities of a volunteer, and the need to support equality and diversity. It gives an introduction to the national background to ESOL teaching and learning.

| Learning Outcomes                                                                                                                | Assessment Criteria                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                                | The learner can:                                                                                                                             |
| 1 Understand the context and purpose of supporting ESOL teaching and learning in their own organisation                          | 1.1 Describe the national context for ESOL provision and identify some local needs                                                           |
|                                                                                                                                  | 1.2 Describe the aims and objectives of the organisation in which they are supporting ESOL                                                   |
|                                                                                                                                  | 1.3 Describe some characteristics of the students they will be supporting                                                                    |
|                                                                                                                                  | 1.4 Identify any particular needs or challenges the students have that may present barriers to learning English as a second language         |
|                                                                                                                                  | 1.5 Explain how their organisation helps to overcome students' barriers to learning                                                          |
| 2 Describe the role of an ESOL volunteer in their own organisation and context                                                   | 2.1 Explain the purpose of their own volunteer placement                                                                                     |
|                                                                                                                                  | 2.2 Describe their volunteer role and list the key responsibilities they will undertake                                                      |
|                                                                                                                                  | 2.3 Identify some of their own personal skills and qualities that will enable them to be a successful volunteer                              |
|                                                                                                                                  | 2.4 Describe the main expectations that students will have of the volunteer and how they will manage good relationships with students        |
| 3 Fulfil the responsibilities of an ESOL volunteer working in a learning organisation                                            | 3.1 Identify the people in the organisation who will manage, support and work with the volunteer                                             |
|                                                                                                                                  | 3.2 Define the conduct and standards of behaviour expected of a volunteer in the organisation                                                |
|                                                                                                                                  | 3.3 Define the main policies and procedures in the organisation that they need to comply with                                                |
|                                                                                                                                  | 3.4 Complete the administrative tasks required of a volunteer in their organisation                                                          |
| 4 Be able to evidence their ability to meet statutory, regulatory and organisational requirements for safeguarding ESOL students | 4.1 Demonstrate compliance with statutory, regulatory and organisational procedures for safer recruitment, including DBS                     |
|                                                                                                                                  | 4.2 Evidence that they have up-to-date knowledge of safeguarding and GDPR in line with statutory, regulatory and organisational requirements |
|                                                                                                                                  | 4.3 Demonstrate their familiarity with organisational safeguarding policy and procedures                                                     |
|                                                                                                                                  | 4.4 Illustrate how they comply with safeguarding good practice to manage risk and safeguard students in their volunteer role                 |
| 5 Be able to demonstrate their commitment to supporting equality, diversity and inclusion in ESOL contexts                       | 5.1 Identify how the main values and principles of equality, diversity and inclusion are upheld by their organisation                        |
|                                                                                                                                  | 5.2 Identify suitable ways of working with a specific group of ESOL students that promote equality, diversity and inclusion                  |

| Learning Outcomes | Assessment Criteria                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can:                                                                                                              |
|                   | 5.3 Select some adaptations or reasonable adjustments that can be made to support inclusive learning for specific individuals |

| Indicative Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Please be aware that the indicative content supplied below is a suggested guide only.</b></p> <p><b>Understand the context and purpose of supporting ESOL teaching and learning in their own organisation</b></p> <p>Learners should describe the national context for ESOL provision by referring to Government policy on immigration and English language learning, giving a brief outline of current language requirements for entry into the UK and leave to remain. They should be able to identify the role of their organisation in the local context and list other providers working in the area.</p> <p>Learners should be able to describe their organisation, its background and context, and demonstrate their familiarity with the aims and objectives of the organisation and how they apply to ESOL students.</p> <p>Characteristics may include personal status (e.g., refugees, asylum seekers, economic migrants, young students, unaccompanied minors, people in settled communities) as well as the location of the students, their family or work situations, their first languages or countries of origin, prior educational background or any other aspect. Explain how these characteristics may influence their learning.</p> <p>Barriers to learning may include e.g., learning disabilities, physical mobility, mental health, experience of trauma, caring responsibilities, family concerns, societal attitudes, economic factors, travel difficulties or any other aspect. Explain how these may negatively affect their ability to participate in learning.</p> <p>Organisational support may include e.g., childcare, fee subsidy, community settings, learning at home, gender-specific classes, online teaching and learning, variable hours, reasonable adjustments, alternative approaches or any other facility offered by the organisation. Explain how these enable students to participate in learning.</p> <p><b>Be able to describe the role of an ESOL volunteer in their own organisation and context</b></p> <p>Learners should be able to outline the purpose of their own specific role and add a personal element by describing what they would like to achieve in the role. They should indicate how this would benefit themselves, the students and the organisation.</p> <p>Learners should be able to describe the days/hours/location and context of their volunteer placement and be able to list at least four main duties or responsibilities of the role, e.g., devising or sourcing activities and resources, giving out materials, explaining tasks, one-to-one support, facilitating group work.</p> <p>Learners should be able to reflect on a range of skills and qualities needed to be a successful volunteer. They should be able to give examples of situations in which they have demonstrated that they possess some of these skills or qualities themselves.</p> <p>Learners may draw on their own learning experience or ask the students they work with to identify what expectations students have of their volunteers, e.g., confidentiality, punctuality, politeness, respecting boundaries.</p> <p><b>Be able to fulfil the responsibilities of an ESOL volunteer working in a learning organisation</b></p> <p>Learners should be able to identify their line manager and any immediate colleagues as a minimum, but in a larger organisation there may be a wider range of individuals who the volunteer can approach for help or support. Formal relationships must be identified, but there may also be informal relationships that are helpful.</p> <p>Learners should be able to demonstrate familiarity with the content of any organisational Code of Conduct or rules for volunteers. If there are none, there are public organisations that publish codes such as <a href="http://www.educationandemployers.org">www.educationandemployers.org</a>. Alternatively, the volunteers may draw up their own code of conduct which may include issues such as e.g., behaviour, confidentiality, participation in quality processes and ongoing CPD.</p> |

Learners should be able to demonstrate awareness of the key purpose and principles of main policies and procedures which may include e.g., Appeals, Assessment, Complaints, Data Protection, Disciplinary, Equality, Health and Safety, Malpractice and Maladministration, Quality Assurance, Safeguarding and/or others. Learners should be familiar with the records of learning used and any reporting functions they need to carry out, e.g., attendance register, individual/group learning plans, records of learning or assessments, accident report. There must be evidence that the volunteer knows how to complete them in accordance with their role and responsibilities.

**Be able to evidence their ability to meet statutory, regulatory and organisational requirements for safeguarding ESOL students**

Learners should be able to evidence compliance with internal procedures for safer recruitment and with external checks and vetting procedures including DBS and full disclosure of work experience and qualifications.

CPD certificates or other evidence of participation in appropriate professional development activities can be accepted. Safeguarding topics should include e.g., types of abuse, domestic abuse, FGM, forced marriage and hate crime.

Learners should be able to demonstrate a working knowledge of the organisation's safeguarding policy and procedures including issues of confidentiality, maintaining professional boundaries and signposting risks.

Learners should be able to evidence that they understand the volunteer's responsibilities to vulnerable adults and young people. They should evidence that they know how to recognise signs of abuse or neglect and how to report a safeguarding concern appropriately, e.g., to their manager or to the organisation's designated Safeguarding Officer.

**Be able to demonstrate their commitment to supporting equality, diversity and inclusion in ESOL contexts**

Learners should be able to demonstrate familiarity with the main principles and values of EDI and give examples of how they are successfully embedded into their organisation's approach. This may include e.g., diversity in the workforce, ensuring equality of achievement for all students, efforts to ensure inclusion of students from hard to reach groups, examples of diverse volunteers and students developing meaningful peer relationships.

Learners should be able to describe some specific ways in which they can ensure their teaching and learning activities and materials value the diversity of their students and are inclusive for all students enabling them all to participate fully.

For one or more specific individuals, describe how a particular adaptation or reasonable adjustment can be made to support their identified needs when learning English. This may be with reference to the organisation's policy on Additional Learning Support or Reasonable Adjustments.

## UNIT SPECIFICATIONS

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**Unit Title:** Using Activities and Resources with ESOL Students

**Unit Reference Number:** K/618/1706

**Credit Value of Unit:** 2

**GLH of Unit:** 20

**Level of Unit:** 2

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### Introduction

This unit provides an introduction to teaching and learning support in an ESOL context. It allows learners to develop the practical skills required.

| Learning Outcomes                                                                             | Assessment Criteria                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                             | The learner can:                                                                                                                                                                                                  |
| 1 Be familiar with how the Adult ESOL Core Curriculum is used to support language development | 1.1 Identify the skills addressed at each level of the Adult ESOL Core Curriculum and the progression between them                                                                                                |
|                                                                                               | 1.2 Identify from the outcomes of initial or diagnostic assessment where a student's or a group of students' strengths and weaknesses lie in reference to the skills and levels of the Adult ESOL Core Curriculum |
| 2 Understand how to support students to develop ESOL language skills                          | 2.1 Describe some ways of engaging, motivating and supporting a specific student or group of students to achieve learning activities                                                                              |
|                                                                                               | 2.2 Locate some useful learning materials and resources and identify some appropriate learning activities for a specific student or group                                                                         |
| 3 Carry out a learning activity with a specific student or group of students                  | 3.1 Select a language learning activity for a specific student or group                                                                                                                                           |
|                                                                                               | 3.2 Deliver the activity with the student or group under supervision                                                                                                                                              |
| 4 Evaluate the effectiveness of a learning activity and suggest improvements                  | 4.1 Evaluate the effectiveness of a learning activity                                                                                                                                                             |
|                                                                                               | 4.2 Identify ways to improve the activity or adapt it to meet the needs of another student or group                                                                                                               |
|                                                                                               | 4.3 Identify own strengths and development needs in relation to the activity                                                                                                                                      |
|                                                                                               | 4.4 Plan opportunities to meet own development needs in relation to their volunteering role                                                                                                                       |

## Indicative Content

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

### **Be familiar with how the Adult ESOL Core Curriculum is used to support language development**

Learners should be able to demonstrate familiarity with the main features of the Adult ESOL Core Curriculum, including the range and progression of skills at each level for Reading, Writing, Speaking & Listening.

Learners should be familiar with a tool used to identify students' abilities and learning needs and how to relate the outcome of the assessment to a level on the Adult ESOL Core Curriculum. They should be able to describe why students have 'spiky profiles', i.e., different levels of ability for different skills with reference to a specific student or group they are familiar with.

### **Understand how to support students to develop ESOL language skills**

Learners should know where to find resources and learning materials that can be used with a specific student or group of students. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They need to demonstrate that they can select materials that are appropriate to the needs of a specific student or group they are familiar with.

Students should be familiar with a varied range of one-to-one and group learning activities that can be used with students to develop language skills.

Students should be able to demonstrate understanding of how to support learning activities. They should know how to facilitate an activity in a way that is engaging and motivational, addresses their students' needs and interests and supports student achievement.

### **Be able to carry out a learning activity with a specific student or group of students**

Learners should be able to identify and describe a relevant learning outcome for a specific student or group. They should be able to identify one suitable activity and plan how they will deliver it to achieve the learning outcome.

Learners should deliver the learning activity in the setting in which they are volunteering. They should keep an appropriate record of their activity. They should be observed by a qualified and experienced practitioner who can give support and feedback.

### **Be able to evaluate the effectiveness of a learning activity and suggest improvements**

Learners should be able to assess whether the learning outcome(s) of the activity was achieved. They should be able to evaluate the effectiveness of the activity and assess its impact by self-reflection, student feedback and observation feedback (or other suitable methods).

Learners should be able to give suggestions for ways to improve the activity to be more effective. Alternatively, they can suggest how it could be adapted to meet the needs of another student or group.

Learners should be able to reflect on their own strengths and weaknesses in supporting students. They should be able to identify the areas in which they feel confident and where they need to improve.

Learners should be supported to identify their own development needs and signposted to suitable opportunities to address their personal development goals.

## Optional Unit Criteria

### UNIT SPECIFICATIONS

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**Unit Title:** Choosing and Making Learning Resources

**Unit Reference Number:** T/618/1708

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

#### Introduction

This unit enables learners to develop practical skills in assessing the usefulness of resources to teach ESOL.

| Learning Outcomes                                                  | Assessment Criteria                                                                                                           |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                  | The learner can:                                                                                                              |
| 1 Choose and make learning materials that meet identified criteria | 1.1 Identify some criteria that can be used to critically evaluate ESOL learning materials                                    |
|                                                                    | 1.2 Use the criteria identified to evaluate the usefulness of two resources for a specific student or group of students       |
|                                                                    | 1.3 Create a new original resource or material that meets the identified criteria for a specific student or group of students |

#### Indicative Content

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

Learners should be able to describe a range of Reading, Writing, Speaking & Listening skills that can be achieved at this level. They should also be able to identify whether some students may also need to learn new skills for studying and learning, independently or collaboratively, or in a formal or unfamiliar educational situation.

Learners should demonstrate that they know where to find resources and learning materials for Pre-Entry students. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the needs and interests of a specific student or group they know.

Learners should be able to select and describe the benefits of a range of suitable one-to-one and/or group learning activities that can be used with Pre-Entry students to develop emerging language skills, e.g., icebreaker, memory task, game, picture matching, question technique.

## UNIT SPECIFICATIONS

**Unit Title:** Supporting Pre-Entry Language Students  
**Unit Reference Number:** A/618/1709

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit enables learners to consider the needs of Pre-Entry students and to select suitable materials for this level.

| Learning Outcomes                                                                                             | Assessment Criteria                                                                                       |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                             | The learner can:                                                                                          |
| 1 Be familiar with some approaches for supporting Pre-Entry ESOL students to develop emerging language skills | 1.1 Identify some basic skills and development needs that Pre-Entry language students may need to work on |
|                                                                                                               | 1.2 Select some suitable learning materials and resources for Pre-Entry students                          |
|                                                                                                               | 1.3 Describe some appropriate learning activities for Pre-Entry students                                  |

### Indicative Content

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

Learners should be able to explain the range of reading skills and standards that can be achieved at each level and illustrate how the skills progress through the levels.

Learners should be able to demonstrate that they know where to find one reading resource or source text for students at each Entry level. These could be the organisation's own materials, e.g., on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used at each Entry level to develop reading skills, e.g., language experience, social sight vocabulary, matching/sorting activities, following instructions, skimming/scanning tasks, DARTS.

## UNIT SPECIFICATIONS

**Unit Title:** Developing Reading Skills – Entry Level

**Unit Reference Number:** L/618/1715

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit will enable learners working at Entry Level to develop a good grasp of the requirements for reading skills.

| Learning Outcomes                                                                                     | Assessment Criteria                                                                                                 |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                     | The learner can:                                                                                                    |
| 1 Be familiar with some approaches for supporting ESOL students to develop Entry Level Reading skills | 1.1 Compare the range of Reading skills at Entry 1, Entry 2 and Entry 3 in the Adult ESOL Core Curriculum.          |
|                                                                                                       | 1.2 Select a learning material or resource suitable for developing Reading skills at one Entry level (E1, E2 or E3) |
|                                                                                                       | 1.3 Describe an appropriate learning activity for developing Reading skills at one Entry level (E1, E2 or E3)       |

### Indicative Content

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

Learners should be able to explain the Reading national standards and component skills expected at each level and illustrate how they progress through the Entry levels.

Learners should be able to demonstrate that they know where to find one reading resource or source text for students for one Entry level. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used for one Entry level to develop reading skills. E.g., reading for gist, reading for detail, skimming/scanning tasks, obtaining information from pictures, signs and symbols, social sight vocabulary, personal vocabulary.

## UNIT SPECIFICATIONS

**Unit Title:** Developing Writing Skills – Entry Level

**Unit Reference Number:** Y/618/1717

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit will enable learners working at Entry Level to develop a good grasp of the requirements for Writing skills.

| Learning Outcomes                                                                                     | Assessment Criteria                                                                                                 |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                     | The learner can:                                                                                                    |
| 1 Be familiar with some approaches for supporting ESOL students to develop Entry Level Writing skills | 1.1 Compare the range of Writing skills at Entry 1, Entry 2 and Entry 3 in the Adult ESOL Core Curriculum           |
|                                                                                                       | 1.2 Select a learning material or resource suitable for developing Writing skills at one Entry level (E1, E2 or E3) |
|                                                                                                       | 1.3 Describe an appropriate learning activity for developing Writing skills at one Entry level (E1, E2 or E3)       |

### Indicative Content

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

Learners should be able to explain the Writing national standards and component skills that can be expected at each level and illustrate how they progress through the Entry levels.

Learners should demonstrate that they know where to find one writing resource or task for students for one Entry level. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used for one Entry level to develop writing skills, e.g., spelling quiz, adding punctuation to text, cloze exercise, planning/drafting text, form filling, comparing different types/purposes of texts.

## UNIT SPECIFICATIONS

**Unit Title:** Developing Speaking & Listening Skills – Entry Level

**Unit Reference Number:** D/618/1718

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit will enable learners working at Entry Level to develop a good grasp of the requirements for Speaking and Listening skills.

| Learning Outcomes                                                                                                    | Assessment Criteria                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                    | The learner can:                                                                                                                      |
| 1 Be familiar with some approaches for supporting ESOL students to develop Entry Level Speaking and Listening skills | 1.1 Compare the range of Speaking and Listening skills at Entry 1, Entry 2 and Entry 3 in the Adult ESOL Core curriculum              |
|                                                                                                                      | 1.2 Select a learning material or resource suitable for developing Speaking and/or Listening skills at one Entry level (E1, E2 or E3) |
|                                                                                                                      | 1.3 Describe an appropriate learning activity for developing Speaking and/or Listening skills at one Entry level (E1, E2 or E3)       |

### Indicative Content

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

Learners should be able to explain the Speaking and Listening national standards and component skills expected at each level and illustrate how they progress through the Entry levels.

Learners should demonstrate that they know where to find one speaking and/or listening resource or task for students for one Entry level. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used at one Entry level to develop speaking and/or listening skills, e.g. icebreaker, listening quiz, turn-taking game, description game, vocabulary activity, Q&A, role play, discussion.

## UNIT SPECIFICATIONS

**Unit Title:** Improving Reading Skills – Levels 1 & 2

**Unit Reference Number:** Y/618/1720

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit will enable learners working at Level 1 or 2 to develop a good grasp of the requirements for Reading skills.

| Learning Outcomes                                                                                                   | Assessment Criteria                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                   | The learner can:                                                                                         |
| 1 Be familiar with some approaches for supporting Level 1 and Level 2 ESOL students to improve their Reading skills | 1.1 Compare the range of Reading skills at Level 1 and Level 2 in the Adult ESOL Core Curriculum         |
|                                                                                                                     | 1.2 Select a learning material or resource suitable for improving Reading skills at one level (L1 or L2) |
|                                                                                                                     | 1.3 Describe an appropriate learning activity for improving Reading skills at one level (L1 or L2)       |

### Indicative Content

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

Learners should be able to explain the Reading national standards and component skills expected at each level and illustrate how they progress from Level 1 to Level 2.

Learners should be able to demonstrate that they know where to find one reading resource or source text for students at Level 1 or Level 2. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used at one level to improve reading skills.

## UNIT SPECIFICATIONS

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**Unit Title:** Improving Writing Skills – Levels 1 & 2

**Unit Reference Number:** H/618/1722

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

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### Introduction

This unit will enable learners working at Levels 1 or 2 to develop a good grasp of the requirements for Writing skills.

| Learning Outcomes                                                                                                   | Assessment Criteria                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                   | The learner can:                                                                                         |
| 1 Be familiar with some approaches for supporting Level 1 and Level 2 ESOL students to improve their Writing skills | 1.1 Compare the range of Writing skills at Level 1 and Level 2 in the Adult ESOL Core Curriculum         |
|                                                                                                                     | 1.2 Select a learning material or resource suitable for improving Writing skills at one level (L1 or L2) |
|                                                                                                                     | 1.3 Describe an appropriate learning activity for improving Writing skills at one level (L1 or L2)       |

### Indicative Content

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

Learners should be able to explain the Writing national standards and component skills expected at each level and illustrate how they progress from Level 1 to Level 2.

Learners should demonstrate that they know where to find one writing resource or task for students at Level 1 or Level 2. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of one one-to-one and/or group activity that can be used at one level to develop writing skills.

## UNIT SPECIFICATIONS

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**Unit Title:** Improving Speaking & Listening Skills – Levels 1 & 2

**Unit Reference Number:** M/618/1724

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

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### Introduction

This unit will enable learners working at Levels 1 or 2 to develop a good grasp of the requirements for Speaking and Listening skills.

| Learning Outcomes                                                                                                                  | Assessment Criteria                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                                  | The learner can:                                                                                                        |
| 1 Be familiar with some approaches for supporting Level 1 and Level 2 ESOL students to improve their Speaking and Listening skills | 1.1 Compare the range of Speaking and Listening skills at Level 1 and Level 2 in the Adult ESOL Core Curriculum         |
|                                                                                                                                    | 1.2 Select a learning material or resource suitable for improving Speaking and Listening skills at one level (L1 or L2) |
|                                                                                                                                    | 1.3 Describe an appropriate learning activity for improving Speaking and Listening skills at one level (L1 or L2)       |

### Indicative Content

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

Learners should be able to explain the Speaking and Listening national standards and component skills expected at each level and illustrate how they progress from Level 1 to Level 2.

Learners should demonstrate that they know where to find one speaking and/or listening resource or task for students at Level 1 or Level 2. These could be the organisation's own materials, e.g., paper-based or on an intranet, or external, e.g. sourced from internet sites. They should be able to explain how the materials selected are appropriate to the level, needs and interests of a specific student or group they are working with.

Learners should be able to select and describe the benefits of a one-to-one and/or group activity that can be used at one level to develop speaking and/or listening skills.

## UNIT SPECIFICATIONS

**Unit Title:** Supporting in the ESOL Classroom

**Unit Reference Number:** A/618/1726

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit enables learners to explore the requirements for providing targeted support in the ESOL classroom.

| Learning Outcomes                                                                                   | Assessment Criteria                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                   | The learner can:                                                                                                                                                                           |
| 1 Be familiar with some approaches for supporting ESOL teaching and learning in a classroom setting | 1.1 Understand how different learning styles, first languages, educational, social or cultural background, and previous experiences of learning can influence how students prefer to learn |
|                                                                                                     | 1.2 Describe three different ways they can support teaching and learning in their class                                                                                                    |
|                                                                                                     | 1.3 Evidence that they can communicate clearly in spoken and written communications to support learning in one-to-one and group situations                                                 |
|                                                                                                     | 1.4 Evidence that they can use active listening and questioning skills to support learning in one-to-one and group situations                                                              |

### Indicative Content

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

Learners should be able to identify the first languages, the educational, social or cultural background, and any learning difficulties or disabilities of a specific student or group of students. They should also be familiar with learning styles and be able to describe how these can impact how different students prefer to learn. They should be able to give at least three examples of students' preferences for how they like to learn.

Learners should be able to identify three different ways they can help students, e.g., one-to-one, listening to reading, question and answer, explaining or clarifying points, facilitating group discussions, simplifying or scaffolding tasks for lower-level learners.

Learners should be able to communicate effectively in English or in another language known to the student(s). They should be able to use appropriate language and vocabulary in English for the level and use appropriate body language and tone of voice.

Learners should be able to demonstrate effective use of active listening and a range of questioning techniques to help and support students, e.g., in role plays and/or group discussions.

## UNIT SPECIFICATIONS

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**Unit Title:** Running Informal ESOL Conversation Groups or Community Activities

**Unit Reference Number:** J/618/1728

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

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### Introduction

This unit allows learners to develop the skills required to run informal conversation groups or community activities.

| Learning Outcomes                                                                                        | Assessment Criteria                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                        | The learner can:                                                                                                                                                                                               |
| 1 Be familiar with some approaches for running informal ESOL conversation groups or community activities | 1.1 Identify one or more local communities where English is not the first language and describe how their first languages and educational, social and cultural contexts influence their learning opportunities |
|                                                                                                          | 1.2 Devise an activity or group that addresses the needs and interests of a group of students in the community                                                                                                 |
|                                                                                                          | 1.3 Identify some suitable ways of promoting their offer and select at least one promotional approach to recruit and engage community students                                                                 |

### Indicative Content

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

Learners should be able to identify one or more groups of potential students who are not currently engaging in learning and could benefit from informal or community-based language learning. These could be e.g., refugees, asylum seekers, economic migrants, settled communities or students with learning difficulties or disabilities. Learners should be able to demonstrate understanding of the reasons why this group are not engaging.

Learners should be able to plan an informal community activity or ESOL group and explain how it overcomes barriers and meets the needs of the group, e.g., home visiting, café club, conversation group, faith-based club. They should be able to show how they would manage, resource and run the activity or group in accordance with statutory and regulatory requirements.

Learners should be able to show awareness of different ways to reach and engage with their identified group and select one preferred approach to focus on. They should justify their choice and devise a plan of action for recruiting and engaging students.

## UNIT SPECIFICATIONS

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**Unit Title:** Supporting Students with Social Engagement Skills

**Unit Reference Number:** F/618/1730

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

### Introduction

This unit allows learners to consider the support ESOL learners may need to engage with local support and opportunities.

| Learning Outcomes                                                                                        | Assessment Criteria                                                                                                          |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                        | The learner can:                                                                                                             |
| 1 Be familiar with some approaches for supporting students with social engagement or local opportunities | 1.1 Identify some of the everyday UK life skills and practical needs for ESOL students                                       |
|                                                                                                          | 1.2 Demonstrate knowledge of local resources or community organisations that can support speakers of other languages         |
|                                                                                                          | 1.3 Identify a range of activities or tasks that could support students to become more independent through social engagement |

### Indicative Content

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

Learners should be able to describe a range of everyday tasks and situations that can be difficult to achieve without language skills (e.g., dealing with authorities, banking or paying bills, choosing schools or childcare, engaging in social activities) and demonstrate understanding of the impact of these difficulties.

Learners should be able to identify a range of formal or informal local and community organisations that can offer support for speakers of other languages, e.g., local authority, community groups, interpreting services, housing advice, Citizens Advice.

Learners should be able to identify activities or tasks that can support students to become more socially independent whilst learning English, e.g. explaining necessary processes pertaining to money, health or education; acting as a reference point, signposting to appropriate organisations; supporting people reluctant to engage with authority; befriending new recruits in the workplace; going to local places of interest together; participating in activities together (e.g. gardening clubs, cooking clubs).

## APPENDIX 1

### Summary Record of Achievement

### Ascentis Level 2 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 \_\_\_\_\_

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 \_\_\_\_\_

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

Useful Websites

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

[www.educationandemployers.org](http://www.educationandemployers.org)

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

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