



Ascentis Pre-Entry Level Award in

Introduction to Learning for Speakers of Other Languages – My Story

Specification

Unregulated Qualification

Start Date:	01/06/2018
Review Date:	31/07/2028
Certification Review Date:	31/07/2029

ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

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

and

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

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

ASCENTIS CONTACT DETAILS

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INTRODUCTION TO LEARNING FOR SPEAKERS OF OTHER LANGUAGES – MY STORY

Introduction

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

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

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

Aims

The aims of the qualification are to enable learners:

- 1 To begin their studies in English with confidence
- 2 To develop basic underpinning skills in English listening, speaking, reading and writing
- 3 To be able to tell their personal story

Target Group

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

Rules of Combination

Learners must complete at least 3 Mandatory units in order to gain the Ascentis Pre-Entry Level Award in Introduction to Learning for Speakers of Other Languages – My Story.

Ascentis Pre-Entry Level Award in Introduction to Learning for Speakers of Other Languages – My Story			
Minimum credits: 9 Minimum credit value at level of qualification or above: 9			
Group A - Units		Credit (from Group A) Mandatory Units:	
Title	Level	Credit Value	GLH
My Story – My Place of Birth	Pre-Entry	3	30
My Story – Living in the UK	Pre-Entry	3	30
My Story – Studying in the UK	Pre-Entry	3	30

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

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 90 hours.

Total Qualification Time (TQT)

The total qualification time is 90 hours.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

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

Age Range of Qualification

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

Opportunities for Progression

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

Resources to Support the Delivery of the Qualification

These are outlined in the Assessor Guidance.

Centre Recognition

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

Qualification Approval

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

Registration

Candidates **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.

Status in England, Wales and Northern Ireland

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

Reasonable Adjustments and Special Considerations

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

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

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

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

The specification and the assessor guidance provides an indication of the kind of assessments the learner is going to be asked to perform and of the skills to be assessed.

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

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and 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 area of the Ascentis website: www.ascentis.co.uk.

External Verification

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

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

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers (General)

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

My Story - My Place of Birth

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can:
1. Give their year of birth	1.1 Say when they were born
	1.2 Write when they born in digits
2. Give their place of birth	2.1 Locate their home country on a world map
	2.2 Say where they were born
	2.3 Write their place of birth
3. Say whether they were born in a village, town or city	3.1 Understand the difference between a village, town and city
	3.2 Describe their place of birth as a village, town or city
	3.3 Respond to a question about their place of birth
4. Describe their place of birth	4.1 Describe their place of birth using simple adjectives
	4.2 Answer a question to describe their place of birth
	4.3 Complete a simple sentence to describe their place of birth

Indicative Content
Learners should be able to communicate basic details of their story. They should be able to use numbers in years in both spoken and written language. They should know some names of countries, including their country of birth and that of other class members, using a map to locate the countries. Learners should understand the difference between village, town and city in terms of size and location. Learners should be able to use a limited range of simple adjectives to describe place. More detailed information is found in the assessor guidance.

For assessments, see Assessor Guidance.

UNIT SPECIFICATIONS

My Story - Living in the UK

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can:
1. Say where they live in the UK	1.1 Name the city, town or village where they live
	1.2 Answer a question about where they live
	1.3 Write where they live
2. Give further information about where they live	2.1 Identify whether they live in a city, town or village
	2.2 Answer a question about where they live
	2.3 Complete a simple sentence stating whether they live in a village, town or city
3. Describe where they live	3.1 Use a simple adjective to describe where they live
	3.2 Answer a question about where they live
	3.3 Complete a simple sentence to describe where they live
4. Say whether they live in a house or a flat	4.1 State whether they live in a house or a flat
	4.2 Answer a question about their home
	4.3 Complete a simple sentence about their home

Indicative Content
Learners should be able to communicate basic details of where they live. Learners should be able to understand the difference between a house and a flat.

For assessments see Assessor Guidance.

UNIT SPECIFICATIONS

My Story - Studying in the UK

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can:
1. Say where they learn English	1.1 Name where they study English
	1.2 Answer a question about where they study
	1.3 Complete a simple sentence stating where they learn English
2. Give the name of their teacher	2.1 Answer a question about their teacher
	2.2 Complete a simple sentence stating the name of their teacher
3. Give the names of their classmates	3.1 Answer a question about their classmates
	3.2 Complete a simple sentence stating the name/s of their classmates
4. Describe learning English	4.1 Use a simple adjective to describe learning English
	4.2 Complete a simple sentence to describe learning English

Indicative Content
Learners should be able to communicate basic details of where they learn. They should be able to name their teacher and their class mates. They should be able to express their feelings about learning English in simple terms.

For assessments see Assessor Guidance.