



Ascentis Pre-Entry Level Award in

Introduction to Learning for Speakers of Other Languages

Specification (revised 2025)

Unregulated Qualification

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

ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

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

and

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

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

ASCENTIS CONTACT DETAILS

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

Tel: 01524 845046
www.ascentis.co.uk

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

Introduction

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

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

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

Aims

The aims of the qualification are to enable learners:

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

Target Group

This qualification is aimed at a range of learners, including settled minority communities and refugees/asylum seekers. Learners may be non-literate, or literate in another script but not able to access the Latin script. Learners may have had little or no experience of formal learning and will have been initially assessed at pre-entry level and, therefore, not ready for Entry 1 ESOL provision.

Rules of Combination

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

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

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

Guided Learning Hours

The recommended guided learning hours for this qualification is 80.

Total Qualification Time

The total qualification time is 80 hours.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

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

Age Range of Qualification

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

Opportunities for Progression

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

Resources to Support the Delivery of the Qualification

These are outlined in the Assessor Guidance.
Audio and Image banks are downloadable via Parnassus.

Centre Recognition

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

Qualification Approval

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

Registration

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

Status in England, Wales and Northern Ireland

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

Reasonable Adjustments and Special Considerations

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

Inclusive statements

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

Speaking, Listening and Communication

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

Reading

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

Writing

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

Enquiries and Appeals Procedure

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

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. A 'Class Achievement Tracking Sheet' must be completed for each batch of assessments. Marking guidance is provided for the assessments and gives sufficient detailed information to support consistent assessment decisions. Assessors should judge their learners' performance against these criteria following the detailed mark schemes. The centre must retain evidence of the assessments for 4 weeks after the date of the external verification in case of appeal.

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

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

Verification

Internal Verification

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

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

External Verification

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

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

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

Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

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

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

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

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

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

UNIT SPECIFICATIONS

Language for the Learning Environment

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: **Pre-Entry**

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Locate a facility in the place of learning.	1.1 Find and name facilities in their place of learning. 1.2 Match signs and places where they are learning.
2 Identify key members of staff.	2.1 Find and name key members of staff
3 Identify a health and safety procedure.	3.1 Order what to do in the event of a fire/building evacuation

Indicative Content
Learners should be able to function confidently and safely in their place of learning. They should be able to identify key members of staff and the main areas of the building. Key vocabulary: Common areas of learning environment: • Library • Classroom • Café • Reception • Toilets Staff: • Tutor names • Heads of Department names • College Principle • Librarians • Security • Safeguarding officer • Enrichment team members Recognise and understand key signs for evacuation procedure.

Assessment Method

This unit is assessed through the completion of the learner workbook. See Assessor Guidance available from Ascentis.

UNIT SPECIFICATIONS

Language for the Classroom

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: **Pre-Entry**

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Identify classroom objects.	1.1 Name/label classroom objects.
2 Understand the rules of the classroom.	2.1 Complete and understand a basic class timetable.
	2.2 Identify and categorise classroom dos and don'ts.
	2.3 Name/label appropriate equipment for learning
3 Co-operate in the classroom.	3.1 Respond to classroom instructions and requests
	3.2 Take turns in a learning activity.

Indicative Content

Learners should be able to identify classroom objects and equipment. They should understand the importance of classroom rules and learning behaviours, such as listening and responding to others.

Vocabulary:

Classroom objects:

- Chair
- Desk
- Whiteboard
- Table
- Hole punch
- Flipchart
- Computer

Basic timetable format.

Classroom rules relating to punctuality, use of first language, being ready to learn.

Equipment for learning:

- Pen
- Pencil
- Workbook
- Paper/notebook
- File

Participating in cold calling, teacher question and answers, peer-to-peer question and answer.

Assessment method

This unit is assessed through the completion of the learner workbook. See Assessor Guidance available from Ascentis.

UNIT SPECIFICATIONS

Speaking and Listening

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Pronounce key personal words with enough accuracy to be understood by a sympathetic native speaker.	1.1 Pronounce key personal words.
	1.2 Pronounce key personal numbers.
2 Say and use the alphabet.	2.1 Pronounce the alphabet.
	2.2 Spell their name out loud.
3 Give and request personal information using combinations of key vocabulary that can be understood by a sympathetic native speaker.	3.1 Use some questions to request information.
	3.2 Ask and answer questions about basic personal information.
4 Recognise and say short vowel sounds and CVC words.	4.1 Listen and match CVC words to their meaning/image.
	4.2 Pronounce and spell CVC/PE words aloud.

Indicative Content
Learners should be able to: • Say and spell their name • Pronounce personal details • Use greetings: Hello (hi/bye, (good) morning, afternoon, evening, night, plus regional variations). Recognise appropriate level of formality. • Take leave: Goodbye and variations. • Use: Please/thank you, How are you? Very well/fine/well/good/not so good. • Give their town/city, and phone number/house number. • Understand and respond to questions. • Ask basic personal questions. • Spell social sight words. • Identify different vowel sounds in minimal pair words. • Social sight words include: classroom objects, home, colours, parts of the body, things in a town, food and drink, numbers, parts of the body, family and friends, clothes

UNIT SPECIFICATIONS

Reading and Writing

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Read the alphabet.	1.1 Identify & Match lower and upper case letters.
2 Form the letters of the alphabet.	2.1 Write letters legibly in lower case.
	2.2 Write letters legibly in upper case.
3 Read numbers 1-10	3.1 Read number 0 - 10 as digits.
4 Write numbers 1-10	4.1 Write numbers 0 – 10 as digits.
5 Read simple sight words.	5.1 Read & Match simple social sight words to meaning/images.
6 Write key words relevant to their life.	6.1 Write key words.
	6.2 Write legibly from left to right.
7 Write personal details.	7.1 Write their full name.
	7.2 Write their address

Indicative Content
Learners should be able to: • Use a pen to copy and write accurately • Write upper and lower case letters and to recognise the differences between upper and lower case letters • Write their own name and address. • Understand UK address format. • Interact with a basic form. • Write and order numbers 1-10 as digits • Spell and write common CVC and social sight words • Vocabulary for common signs and symbols. • Images for common signs and symbols.