



Ascentis Pre-Entry Level Award in Speaking and Listening

Specification

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
V2 02/02/2026	Reference to Quartweb removed and replaced with Parnassus	Page 10
V2 02/02/2026	AI statement added	Page 9

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

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ASCENTIS PRE-ENTRY LEVEL AWARD IN SPEAKING AND LISTENING

Introduction

This Pre-Entry Award in Speaking and Listening is aimed at adults and young people who wish to improve their English. The award is intended to aid progression, to either further study through English Entry level qualifications or Functional Skills English qualifications.

There are several features of these qualifications that make them very appropriate for their target learners:

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

Aims

The aims of this qualification are to enable learners:

- 1 To develop confidence to engage in simple communication
- 2 To improve ability to receive, respond to, and contribute ideas and information
- 3 To progress onto the Ascentis Entry Level 1 Awards in English

Target Group

This qualification is aimed at a range of learners, including those who have had little interaction with literacy and learners who may have had little or no experience of formal learning.

Rules of Combination

Learners must complete the mandatory unit in order to gain the Ascentis Pre-Entry Level Award in Speaking and Listening.

Ascentis Pre-Entry Level Award in Speaking and Listening			
			Minimum credits: 2
Mandatory Unit			
Title	Level	Credit Value	GLH
Speaking and Listening	Pre-Entry	2	20

Unit certification is available.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 20.

Total Qualification Time (TQT)

The total qualification time for this qualification is 20 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 Entry Level 1 English qualifications.

Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Pre-Entry Adult Literacy Core Curriculum. This can be viewed at: https://webarchive.nationalarchives.gov.uk/20100415080816/http://www.dcsf.gov.uk/curriculum_preentry/

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 in the Customer Centre at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre 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 in the Customer Centre at www.ascentis.co.uk.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are 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 Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

Inclusive statements

These qualifications are intended to be as inclusive as possible to a wide range of learners 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

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 Ascentis website in the Customer Centre at 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.

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.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The Ascentis Pre-Entry Level Award in Speaking and Listening 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. Marking guidance is provided in the Assessor Guidance document for the assessment, providing 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.

The specification and the assessor guidance provide 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, they 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.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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 section of the Ascentis website in the Customer Centre at 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 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

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of English and Literacy in which they are making assessment decisions/delivering these 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 Parnassus or the Ascentis website.

UNIT SPECIFICATIONS

Speaking and Listening

Credit Value of Unit: 2

LH of Unit: 20

Level of Unit: Pre-Entry

Introduction

In this unit learners will learn how to listen and respond to others. Learners will learn how to communicate with others. Learners will be able to communicate and demonstrate the basic skills required to engage in simple conversation.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Give greetings	1.1 Give greetings to take part in polite social interchange
2 Give personal information	2.1 Give basic personal information
3 Use single words to show recognition of vocabulary item	3.1 Recognise and say words from a limited common and social lexis
4 Respond to instructions and requests for information	4.1 Respond to simple single-step instructions and simple requests for information
5 Engage in communication	5.1 Use single words, signs, symbols or appropriate body language to make statements or make requests
	5.2 Pronounce key personal words with enough accuracy to be understood by a sympathetic native speaker

Indicative Content

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

Pronounce Words: Learners should communicate with sufficient clarity to be understood by a sympathetic competent speaker.

Use Greeting: Hello/goodbye and variations (hi/bye, (good) morning, afternoon, evening, night, plus regional variations.

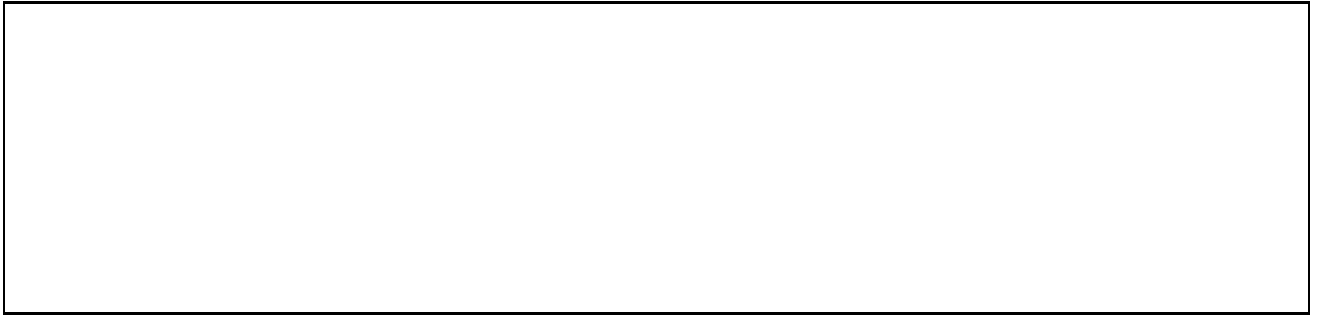
Personal Details: Learners should be able to give personal information: name, address, age, address, etc.

Social Sight Words: learner should be able to communicate 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 (see Assessor Guidance)

Listening skills. Learners should be able to demonstrate engagement in communication with others by, but not limited to: focusing attention, asking for repetition or repeating to clarify understanding, maintaining eye contact, nodding, relevant facial expressions.

Engage in Simple Communication: Learners should be able to follow simple instructions such as sit down, point to, show me, as well as responding to simple request for information. For example: What is your name? Where do you live? Do you like movies?

Non-verbal Communication: Learners should be able to perform actions which demonstrate responses to communication, including for example: head nodding, gestures, interjections and facial expression.



Assessment Method

Please note that this unit is assessed by Assessor Observation. See Assessor Guidance for further information.

Summary Record of Achievement

Ascentis Pre-Entry Level Award in Speaking and Listening

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speaking and Listening	Pre-Entry	2			

Learner Name _____

Minimum Credit Value of Qualification: 2

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet
Speaking and Listening

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give greetings to take part in polite social interchange				
2.1 Give basic personal information				
3.1 Recognise and say words from a limited common and social lexis				
4.1 Respond to simple single-step instructions and simple requests for information				
5.1 Use single words, signs, symbols or appropriate body language to make statements or make requests				
5.2 Pronounce key personal words with enough accuracy to be understood by a sympathetic native speaker				

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 _____