# Ascentis Level 3 Award in

# English for Literacy and Language Teaching

# Specification

| | |
|---|---|
| **Ofqual Number:** | **600/3544/4** |
| Ofqual Start Date: | 01/11/2011 |
| Ofqual Review Date: | 31/07/2027 |
| Ofqual Certification Review Date: | 31/07/2028 |

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| Version and Date | Change Detail | Section |
|---|---|---|
| November 2026 v2 | Learner Declaration of Authenticity added | Tracking Sheets |

## 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)

  **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 3 AWARD IN ENGLISH FOR LITERACY AND LANGUAGE TEACHING

## Introduction

This qualification will evidence achievement of the entry criteria for subject-specific literacy and ESOL teacher education programmes. The entry criteria were developed by Lifelong Learning UK (LLUK) to ensure that trainee teachers have an appropriate level of personal skills in English to benefit from a subject-specific teacher training programme. The entry criteria, first introduced in 2007, were revised in 2010.

The entry criteria detail the skills in English that need to be evidenced at Level 3. These skills can be evidenced in a number of ways on entry to a subject-specific teacher education programme – most commonly through an initial assessment, but also by holding an appropriate qualification, or other evidence provided by the prospective trainee. **All of these opportunities to evidence personal skills continue to be available.** This qualification was developed in response to sector demand. It is of particular value to those providers who offer 'bridging' programmes to support prospective trainees to develop the skills they need.

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

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Ascentis devised assessment tasks designed to cover all the assessment criteria within the units
- Assessment tasks designed to be holistic and relevant to learners working or intending to work within a wider range of learning environments in the Lifelong Learning sector

## Aims

The aim of the Award is to evidence achievement of the entry criteria for subject-specific English (Literacy and ESOL) teacher education programmes in the following areas:

1 Analysing English language for literacy and language teaching

2 Reading skills for literacy and language teaching

3 Speaking and listening skills for literacy and language teaching

4 Writing skills for literacy and language teaching

## Target Group

The Award is aimed at any pre-service or in-service learners who:

- wish to develop their personal skills in English in order to progress to a higher-level qualification in English
- wish to develop their personal skills in English in order to progress to a qualification for teaching Literacy and Language
- need to embed English within their vocational subject
- are required to teach Functional Skills.

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**Examples of learners who would benefit from undertaking the Ascentis Level 3 Award in English for Literacy and Language Teaching 'bridging' qualification:**

1 Jez has been teaching construction in a prison for seven years. He has English and Maths O Level and has Level 3 craft-based qualifications. He completed the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) in 2012. Jez has taken part in a project to support an embedded approach to Literacy, Language and Numeracy (LLN) and enjoyed this very much. He worked with a Literacy and Numeracy specialist to embed LLN into his construction courses. He would now like to undertake the Level 5 Diploma in Teaching English: Literacy in order to feel more confident when trying to embed literacy and language into his teaching. However, he feels that he lacks an understanding of the English language and that the Level 3 qualification will provide him with the skills he needs prior to starting the Level 5 Diploma. Jez would like to do all four units of the qualification as this will provide him with entry onto the Diploma.

2 Roxanna works for a National Training Provider and has completed an Award in Education and Training (AET) qualification at Level 3. She has completed her Functional Skills in English and Mathematics at Level 2. Her employer has offered to fund her to take the Level 4 Certificate in Education and Training; however, Roxanna feels that her personal skills in English let her down. She would like to develop these before she starts her Level 4 Certificate course. Roxanna is particularly concerned by the amount of reading and writing she will have to undertake on the Certificate course and feels that she particularly lacks skills in assignment writing. Her AET tutor said that her assignments lacked structure and cohesion and that her writing tended to be descriptive rather than displaying the skills of analysis which she knows are required at Level 4. She thinks she would undertake the three units in reading, writing and speaking and listening.

3 Yasmina has been employed as a Learning Support Assistant in a Specialist Residential College. As part of her CPD she has achieved her Functional Skills in English and Mathematics at Level 2. She thinks she would like to move into teaching but would like to develop her English skills before she begins the AET Level 3 course. Prior to achieving her Functional Skills she hadn't undertaken any formal study since leaving school fifteen years ago. Yasmina thinks she would do all four units of the bridging qualification in order to broaden her skills and ensure she is ready for teaching.

4 Peter wants a change of career and would like to gain Qualified Teacher Learning and Skills status (QTLS) for teaching English at Level 2 and below, such as GCSE and Functional Skills. He has always been good with the written word and has high-grade GCSEs in both Mathematics and English. He may eventually wish to teach in a school and understands that currently, with QTLS and being a member of the Society for Education and Training (SET), he may be able to gain a position to teach in a school. In order to gain QTLS for teaching English, he needs to complete a Level 5 Diploma in Education and Training and obtain a Level 3 qualification in English. He has decided to opt for the Level 3 Award in English for Literacy and Language Teaching prior to starting on the Level 5 Diploma as this is one of the approved subject qualifications for gaining QTLS.

**Ofqual Qualification Number**: **600/3544/4**

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### Rules of Combination

To be awarded this qualification the learner must achieve a total of 12 credits.

| Ascentis Level 3 Award in English for Literacy and Language Teaching | | | | |
|---|---|---|---|---|
| | | | | Maximum credits: 12 |
| Group A – Mandatory Units | | | | Credit (from Group A) Mandatory Units: 12 |
| Title | Level | Credit Value | GLH | Unit ref |
| Analysing English Language for Literacy and Language teaching | 3 | 3 | 15 | J/503/4850 |
| Reading Skills for Literacy and Language Teaching | 3 | 3 | 15 | R/503/4852 |
| Speaking and Listening Skills for Literacy and Language Teaching | 3 | 3 | 15 | D/503/4854 |
| Writing Skills for Literacy and Language Teaching | 3 | 3 | 15 | K/503/4856 |
| Credits from equivalent units:<br>Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development team. | | | | |
| Credits from exemptions:<br>Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development team. | | | | |

Unit certification is available for all units.

### Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 60.

### Total Qualification Time

The total qualification time for this qualification is 120 hours.

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

Credit accumulation is usually within the life span of the qualification.

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

As part of the selection process for entry onto the course, all potential entrants must be interviewed. There are no formal entry requirements, but there must be confidence that an applicant's English skills are of a standard sufficient to be able to progress to the study of these skills at Level 3. This could include evidence of a relevant Level 2 qualification or a demonstration of skills/knowledge to the required level.

### Age Range of Qualification

These qualifications are listed as being appropriate for learners of 16–18 and 19+.

### Teaching Practice

There is **no** requirement to undertake any practical teaching.

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## Resources to Support the Delivery of the Qualification

These are outlined in Appendix 7.

## Opportunities for Progression

- Learners who have achieved the Level 3 Award in English for Literacy and Language Teaching could progress to the Level 5 Diploma in Teaching English: Literacy or Level 5 Diploma in Teaching English: ESOL
- Learners could also undertake this qualification as a lead into the Level 3 Award in Education and Training, Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training
- This qualification could also be studied concurrently with a teaching qualification

## Mapping/Relationship to National Occupational Standards

The units of assessment for the Award were written by the Learning and Skills Improvement Service (LSIS), based on LSIS overarching professional standards for teachers, tutors and trainers in the Lifelong Learning sector (2007) and mapped to National Occupational Standards for Learning and Development (2010).

## Centre Recognition

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

## Qualification Approval

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

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## 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 Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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## Enquiries and Appeals Procedure

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

# ASSESSMENT AND VERIFICATION ARRANGEMENTS

### Assessment

All units are internally assessed through the learner completing the Ascentis assignments. There are two options available, either a **holistic/integrated** approach covering all units of assessment or **unit-specific** assessment. Following either of these options will ensure that all the learning outcomes and assessment criteria are covered. Assignments for each option can be found in Appendix 4. Following the completion of the assignments the learner's work is internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learner's evidence for either the individual units or the holistic approach, 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. The Summary Record of Achievement form is provided in Appendix 1.

The tutor/assessor must be confident that the work is the learner's own work. The Authenticity Cover Sheet includes a statement on authentication which needs to be signed by both the learner and assessor. This is found in Appendix 8.

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

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' work should include a tracking sheet to show where the evidence for each assessment criteria 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. Examples of tracking sheets are found in Appendix 2.

Any reference to sources within the assessed tasks should use the Harvard referencing system. This should be attempted where relevant, but especially where research has been involved with the task.

## 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. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolio evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance.

Further information is available from the User Resources area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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 available 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 and 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 Tutors, Assessors and Internal Verifiers

Those delivering and assessing this qualification should have the following:

- Ideally a full teaching qualification, but a **minimum** of Level 4 Certificate in Education and Training or equivalent.
- English language skills at Level 4 or above. For example, this could be evidenced with a L5 Diploma Teaching English, a relevant degree in English, or any former equivalent qualification.

Those carrying out internal verification should have the same knowledge, understanding and skills required as those delivering and assessing the qualification. In addition, they should be familiar with the requirements of the internal verification process.

Refresher training is available from Ascentis for anyone in this role.

***Centre staffing will be checked as part of the centre recognition process, which will ask for copies of CVs and teaching certificates.***

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## Unit 1 Analysing English Language for Literacy and Language Teaching

**Credit Value of Unit: 3** **GLH of Unit: 15** **Level of Unit: 3**

### Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.4 (**'Explicit awareness about language'**) in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the Lifelong Learning sector (LLUK 2007 amended Feb 2010). Learners will explore the relationship between forms of language and meaning and the structural features of language.

| Learning Outcomes<br>The learner will be able to | Assessment Criteria<br>The learner can |
|---|---|
| 1 Understand the relationship between forms of language and meaning | 1.1 Analyse key aspects of meaning of words |
| | 1.2 Analyse the relationship between grammatical form and meaning |
| 2 Understand structural features of language | 2.1 Analyse key features of word formation |
| | 2.2 Categorise words according to their classes |
| | 2.3 Categorise verbs according to their forms |
| | 2.4 Analyse phonological aspects of language including phonemes and stress patterns |

**Indicative Content**

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

- The importance of knowing how to talk about language – using the meta language of English
- Form and meaning (semantics) in language structure and the relationship between the two
- Role of context, audience and purpose in written and spoken language
- Key differences between spoken and written language
- The structure of words – morphology
- How words can be created/changed using affixes and inflections
- Classes of words – parts of speech
- How words are organised or sequenced in relation to each other – syntax
- Verb form – tenses; voice – active and passive
- The sound system of English – phonology; phonemes; the role of factors such as stress and intonation in conveying meaning
- The effectiveness of own communication approaches, structures and formats

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## Unit 2 Reading Skills for Literacy and Language Teaching

**Credit Value of Unit: 3** **GLH of Unit: 15** **Level of Unit: 3**

### Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.3 ('**Read and respond to written text**') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the Lifelong Learning sector (LLUK 2007 amended Feb 2010). Learners will read and respond to written texts.

| Learning Outcomes<br>The learner will be able to | Assessment Criteria<br>The learner can |
|---|---|
| 1 Read written texts | 1.1 Select written texts for specific purposes |
| | 1.2 Use reading skills for specific purposes |
| | 1.3 Evaluate linguistic devices in texts |
| 2 Respond to written texts | 2.1 Utilise results of own reading for specific purpose |
| | 2.2 Produce coherent records of own interpretations of texts |

| Indicative Content |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| ▪ Types of text, e.g. literary, non-literary, fiction, non-fiction, paper-based, electronic, online, multiple sub-genres<br>▪ Previewing: reviewing titles, section headings, indexes, photo captions, visual, presentational, layout and other organisational features to get a sense of the structure and content of texts (both paper- and web-based)<br>▪ Predicting: using knowledge of the subject matter to make predictions about the content of reading texts; using context to make predictions and test ideas<br>▪ Pre-reading strategies to stimulate prior learning, e.g. ideas exchange, discussion, concept- or mind-mapping, free/creative thinking, advance organisers<br>▪ Reading strategies, including: skimming, scanning and detailed reading and when to use each; SQ3R reading strategy (Survey, Question, Read, Recite, Review)<br>▪ How to read difficult material, e.g. support mechanisms – paper and online dictionaries, plot summaries, group reading and discussion<br>▪ Techniques to record own interpretations of reading texts, including: taking notes when reading, highlighting and annotating text, task-planning, using graphic organisers or concept-mapping |

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## Unit 3 Speaking and Listening Skills for Literacy and Language Teaching

**Credit Value of Unit: 3** **GLH of Unit: 15** **Level of Unit: 3**

### Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.1 (‘**Present, listen and respond to information’**) in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the Lifelong Learning sector (LLUK 2007 amended Feb 2010). Learners will present, listen and respond to information.

| **Learning Outcomes**<br><br>The learner will be able to | **Assessment Criteria**<br><br>The learner can |
|---|---|
| 1 Present information | 1.1 Select linguistic strategies and techniques to enable cohesion in own expression of information |
| | 1.2 Express information clearly and coherently |
| 2 Listen and respond to non-verbal and verbal information | 2.1 Identify types of non-verbal communication |
| | 2.2 Use and respond to non-verbal communication to indicate engagement and interest |
| | 2.3 Listen critically to verbal information |
| | 2.4 Indicate understanding of verbal information |
| | 2.5 Identify speakers’ intentions |
| | 2.6 Respond to verbal information according to its nature and content |

| **Indicative Content** |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>▪ The communication process<br>▪ Effective verbal communication skills – their importance and how to improve them<br>▪ Planning for speaking and listening<br>▪ The conventions of oral presentations<br>▪ The conventions of oral discussions<br>▪ Factors which determine language choice in oral presentations and other verbal communication activities (group or 1:1 discussions), e.g. purpose, audience, context<br>▪ Barriers to effective oral communication and making adaptations, including for specific audience needs, difficulties or disabilities<br>▪ Memory prompts, including the value of scripts, notes, key points, etc.<br>▪ Critical listening skills and their role in effective communication<br>▪ Identifying main points in verbal communication – listening, note-making, summarising, feeding back<br>▪ The role of non-verbal communication and body language in verbal communication, e.g. facial expressions, gestures, eye contact, tone of voice, pace |

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## Unit 4 Writing Skills for Literacy and Language Teaching

**Credit Value of Unit: 3** **GLH of Unit: 15** **Level of Unit: 3**

### Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.2 ('**Compose written texts**') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the Lifelong Learning sector (LLUK 2007 amended Feb 2010). Learners will prepare and produce written texts.

| Learning Outcomes<br>The learner will be able to | Assessment Criteria<br>The learner can |
|---|---|
| 1 Prepare written texts | 1.1 Plan written texts according to the intended audience, purpose and situation |
| | 1.2 Draft written texts using techniques at:<br>▪ Text level<br>▪ Sentence level<br>▪ Word level |
| 2 Produce written texts | 2.1 Write fluently, coherently and cohesively |
| | 2.2 Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose |
| | 2.3 Edit and proofread written texts at text level, sentence level and word level |

| Indicative Content |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| ▪ Nature and type of written texts – audience, purpose and situation/context<br>▪ Word level – selecting and matching words to audience, purpose and situation/context<br>▪ Sentence level – selecting and matching sentence types and style to audience, purpose and situation/context<br>▪ Text level – selecting and matching text (aspects of style, presentation) to audience, purpose and situation/context<br>▪ Understand the importance of thinking in the writing process<br>▪ The writing process – planning, drafting, editing and revising<br>▪ The role of audience, purpose and context in the writing process<br>▪ Matching style to purpose/audience<br>▪ Planning strategies<br>▪ Drafting – notes, revisions – using technology, review and reflection<br>▪ Writing fluently – structuring writing to create a logical sequence and textual coherence, and to sustain an argument if necessary<br>▪ Techniques for drafting writing, including: focused free writing, ideas exchange, listing and outlines, using technology to support the writing process<br>▪ Adhering to the conventions of written language in terms of spelling, punctuation and grammar<br>▪ Reviewing, revising and editing your writing – checking and proofreading skills |

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Summary Record of Achievement

## Level 3 Award in English for Literacy and Language Teaching

| Unit Title | Level | Credit Value | Date Completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|---|---|---|---|---|
| Analysing English Language for Literacy and Language Teaching | | | | | |
| Reading Skills for Literacy and Language Teaching | | | | | |
| Speaking and Listening Skills for Literacy and Language Teaching | | | | | |
| Writing Skills for Literacy and Language Teaching | | | | | |

Learner Name _____

Minimum Credit Value of Qualification: 12

**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) _____

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Tracking Sheet

## Unit 1 Analysing English Language for Literacy and Language Teaching

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|---|---|---|---|
| 1.1 Analyse key aspects of meaning of words | | | | |
| 1.2 Analyse the relationship between grammatical form and meaning | | | | |
| 2.1 Analyse key features of word formation | | | | |
| 2.2 Categorise words according to their classes | | | | |
| 2.3 Categorise verbs according to their forms | | | | |
| 2.4 Analyse phonological aspects of language including phonemes and stress patterns | | | | |

**Learner Declaration of Authenticity**

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

**Learner Signature**_____ **Date** _____

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

***Assessor Signature***_____ **Date** _____

***Internal Verifier (if sampled)***_____ **Date** _____

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Tracking Sheet

## Unit 2 Reading Skills for Literacy and Language Teaching

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|---|---|---|---|
| 1.1 Select written texts for specific purposes | | | | |
| 1.2 Use reading skills for specific purposes | | | | |
| 1.3 Evaluate linguistic devices in texts | | | | |
| 2.1 Utilise results of own reading for specific purpose | | | | |
| 2.2 Produce coherent records of own interpretations of texts | | | | |

**Learner Declaration of Authenticity**

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

**Learner Signature**_____ **Date** _____

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

***Assessor Signature***_____ **Date** _____

***Internal Verifier (if sampled)***_____ **Date** _____

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Tracking Sheet

## Unit 3 Speaking and Listening Skills for Literacy and Language Teaching

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|---|---|---|---|
| 1.1 Select linguistic strategies and techniques to enable cohesion in own expression of information | | | | |
| 1.2 Express information clearly and coherently | | | | |
| 2.1 Identify types of non-verbal communication | | | | |
| 2.2 Use and respond to non-verbal communication to indicate engagement and interest | | | | |
| 2.3 Listen critically to verbal information | | | | |
| 2.4 Indicate understanding of verbal information | | | | |
| 2.5 Identify speakers' intentions | | | | |
| 2.6 Respond to verbal information according to its nature and content | | | | |

**Learner Declaration of Authenticity**

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

**Learner Signature**_____ **Date** _____

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

***Assessor Signature***_____ **Date** _____

***Internal Verifier (if sampled)***_____ **Date** _____

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Tracking Sheet

## Unit 4 Writing Skills for Literacy and Language Teaching

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|---|---|---|---|
| 1.1 Plan written texts according to the intended audience, purpose and situation | | | | |
| 1.2 Draft written texts using techniques at:<br>▪ Text level<br>▪ Sentence level<br>▪ Word level | | | | |
| 2.1 Write fluently, coherently and cohesively | | | | |
| 2.2 Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose | | | | |
| 2.3 Edit and proofread written texts at text level, sentence level and word level | | | | |

**Learner Declaration of Authenticity**

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

**Learner Signature**_____ **Date** _____

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

***Assessor Signature***_____ **Date** _____

***Internal Verifier (if sampled)***_____ **Date** _____

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## Glossary

This table gives definitions for each of the acronyms/terms found in this document.

| Acronym | Definition |
|---|---|
| AET | Award in Education and Training |
| AO | Awarding Organisation |
| AVA | Access Validating Agency |
| CET | Certificate in Education and Training |
| CPD | Continuing Professional Development |
| Credit | One credit equates to ten notional hours of learning |
| DET | Diploma in Education and Training |
| DTLLS | Diploma in Teaching in the Lifelong Learning Sector |
| EQA | External Quality Assurance |
| ESOL | English for Speakers of Other Languages |
| GCSE | General Certificate of Secondary Education |
| GLH | Guided Learning Hours (as defined by the Skills Funding Agency) |
| HE | Higher Education |
| HEI | Higher Education Institution |
| IQA | Internal Quality Assurance |
| LLN | Literacy, language and numeracy |
| LLUK | Lifelong Learning UK (ceased to operate in 2011) |
| LSIS | Learning and Skills Improvement Service (ceased to operate in 2013) |
| Ofqual | Office of Qualifications and Examinations Regulation |
| QAA | Quality Assurance Agency for Higher Education |
| QTS | Qualified Teacher Status |
| QTLS | Qualified Teacher Learning and Skills |
| ROC | Rules of Combination |
| RQF | Regulated Qualifications Framework (qualifications regulated by Ofqual) |
| SET | Society for Education and Training |

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## Assessment

Centres can choose to use **holistic/integrated** assessment or **unit-specific** assessment for this qualification. Both are set out below.

### Holistic assessment

For the holistic assessment, learners will research an aspect of language in use, write a report and compile a list of sources. They will then present a summary of their findings to their peers, lead a short discussion and evaluate the effectiveness of their research and verbal communication.

**This assessment must meet all assessment criteria for the qualification (Units 1–4).**

Learners are allocated, or choose, a research topic which incorporates a range of elements of **Unit 1 (Analysing English Language for Literacy and Language Teaching)** and **Unit 2 (Reading Skills for Literacy and Language Teaching)**.

Learners must agree a title with their tutor to be able to write a report of findings and present a summary to their peers. This title should allow the learner to explore a wide range of the indicative content in their work as well as cover all the assessment criteria for Units 1 and 2.

The tutor must ensure learners understand how to cover all the assessment criteria for **Unit 3 (Speaking and Listening Skills for Literacy and Language Teaching)** when preparing to make a presentation and lead a discussion. The tutor will also guide the planning, drafting, proofreading and editing of the final report to meet all expectations for **Unit 4 (Writing Skills for Literacy and Language Teaching)**.

Use the **Tracking Sheets** in Appendix 2 to evidence where all the criteria have been met.

**Task 1**
Carry out research on the chosen topic using a range of suitable sources, e.g. text books, articles, journals, web-based texts. Make notes on the research and sources used. You may also find it useful to compile your own data by using surveys, polls, questionnaires, etc. if appropriate.

(Assessment criteria covered: Unit 1: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4; Unit 2: 1.1, 1.2)

**Task 2**
Compile a report on the topic to include a brief rationale (why the topic was chosen and the purpose of the research), the research findings, a summary and a list of references. Use terminology in the report, such as that linked to reading strategies.

Word count guide: 2500–3000 excluding references.

(Assessment criteria covered: Unit 1: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4; Unit 4: 1.1, 1.2, 2.1, 2.2, 2.3)

**Task 3**
Present a summary of the report to peers (maximum 15 minutes) and manage a brief discussion (5 minutes) following the presentation. Assessment will be on the clarity, cohesion and coherence of the presentation, critical listening in the discussion and presenter responses to the discussion.

(Assessment criteria covered: Unit 2: 2.1; Unit 3: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

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**Task 4**
Evaluate the presentation and the process of researching the topic using the document '**Holistic Assessment Self-Evaluation**' in Appendix 5.

(Assessment criteria covered: Unit 2: 1.1, 1.2, 2.1; Unit 3: 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

Below is a list of suggested topics for the **holistic/integrated** assignment. The examples given are optional and alternatives can be agreed between learner and tutor.

- Differences between spoken and written English such as syntax, formality, stress, intonation and common grammatical errors.
- The origins of English and how the English language changes over time.
- Influences from other languages, varieties of English, colloquialisms, accent and the use of dialect.
- Word formation, affixes, inflections and spellings.
- The importance of understanding and using correct grammar in spoken and/or written discourse.
- The classification of words, syntax, form and meaning (semantics) in language structure.
- The language of learning and other institutional settings, such as work and health.
- The use of language in a specific curriculum/vocational area.

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**Unit 1 – Analysing English Language for Literacy and Language Teaching**

For this unit learners will carry out research on language in use, write an essay and produce a glossary. Learners must ensure that all assessment criteria are covered by the completed tasks.

**Activity**

Research how literacy and language practices differ in at least two social and/or cultural settings with which you are familiar and reflect on your own literacy encounters and practices within these settings. You may choose to focus on an organisation in which you work/have worked, your vocational area, formal and informal community groups, education settings, religious, political or other social structures.

**Task 1**

Briefly clarify the settings/social structures you have chosen for your essay.
**Example:** *This essay analyses a range of spoken and written literacy and language use in the context of a job search and a multi-generational family occasion.*

Explain your findings in an essay using subject terminology. You must include both written and spoken language and your personal use of language.

Word count guide: 700–1000 words excluding references.

**Findings may reference:** audience and purpose in written and spoken language; how meaning is conveyed; differences between written and spoken language; syntax, stress, intonation and sounds; the etymology and morphology of words; verb forms; formal and informal language; common grammar errors, etc.

(Assessment criteria covered: Unit 1: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4)

**Task 2**

Produce a glossary of terms you have used, in an appropriate format.

(Assessment criteria covered: Unit 1: 1.1, 1.2, 2.1, 2.2)

**Unit 2 – Reading Skills for Literacy and Language Teaching**

For this unit learners will select three texts, identify the genre of each, and make a comparison between two of the texts. When choosing texts for this task, it may be useful to select texts likely to engage the students you are aiming to teach, in both content and literacy level. Learners must ensure that all assessment criteria are covered by the completed task.

**Task**

A. Select 3 twenty-first century non-fiction texts, either paper- or web-based. Each text should be 250–400 words in length.

   Each text must be written for a different purpose:
   - Text A to persuade
   - Text B to inform and explain
   - Text C to instruct

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You may select from advertisements, leaflets, guides, articles, manuals, brochures, reports, prospectuses. etc. Include your chosen texts with your submission. These may be originals, photocopies and/or print-outs or screen-shots from online material.

B. Identify the genre and intended audience for each text and briefly explain its purpose.
**Example:** *Text A is a magazine travel review written for a mature reader with enough disposable income for luxury travel. The writer's purpose is to encourage the reader to take a cruise rather than a single location holiday.*

C. Choose **two** of your texts and write a detailed comparison of some of the different presentation and language features, explaining how these are used by the writers to structure the text and to fulfil the intended purpose.

You may wish to scan the texts for any of the following: images, headings, subheadings, font sizes and other organisational devices. Highlight or annotate the text where they appear.

You should use quotations to evidence any of the following: tone, vocabulary, sentence structure, language devices such as rhetorical questions, repetition, imperatives, etc. commenting on how meaning is conveyed. You may use headings and subheadings in your writing.

Word count guide: 700–1000 words.

(Assessment criteria covered: Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2)

**Unit 3 – Speaking and Listening Skills for Literacy and Language Teaching**

For this unit learners will carry out some research, use this to prepare and deliver a presentation, facilitate a discussion and carry out an evaluation on the work of their peers.

Evidence from the presentation and discussion **must** be provided. Evidence should include preparation notes, evidence of resources used and feedback pro-forma completed by the participants and tutor. In some instances the presentation and/or discussion could be video recorded, but this is optional. Learners must ensure that all assessment criteria are covered in the following tasks.

**Activity**

Research an aspect of spoken literacy and language in order to be able to make a structured presentation to your peers.

Aspects could include: the similarities and differences between presentations and speeches; methods of engaging with and interesting an audience; listening skills; non-verbal communication; the conventions of discussions; the communication process; formal and informal language/expression.

**Task 1**

Prepare and deliver a presentation using a visual prompt such as realia, a short audio or video clip, image, slide presentation, flip chart, poster or digital resource. The presentation should last around 15 minutes. There should be a minimum of 3 participants, including the presenter.

(Assessment criteria covered: Unit 3: 1.1, 1.2, 2.2, 2.3)

**Task 2**

Following the presentation, lead a short discussion about your topic with the same participants. The discussion should last around 5 minutes.

(Assessment criteria covered: Unit 3: 2.2, 2.3, 2.4, 2.5, 2.6)

**Task 3**

Evaluate the presentations of your peers, giving written feedback using the pro-forma provided in Appendix 6 or in another format agreed with your tutor. In your feedback, consider what you have learned about the communication process and the features which make a presentation effective.

(Assessment criteria covered: Unit 3: 2.1, 2.2, 2.4, 2.5, 2.6)

**Unit 4 – Writing Skills for Literacy and Language Teaching**

For this unit learners will plan and produce two documents and self-evaluate their writing. There are two main tasks for this unit.

**Task 1**

Create a pro-forma to use as a proofreading and marking tool. You should include headings in your grid useful to the proofreading, editing and revising process. **Examples:** *'SPaG', 'missing/unnecessary words', 'paragraphing', 'sentences', 'sequencing and structure', etc.*

(Assessment criteria covered: Unit 4: 1.1, 2.2, 2.3)

**Task 2**

The principal of your college (or manager of your workplace) wishes to improve the standard of written texts composed by employees. You have been asked to write a report outlining the key principles of producing fluent, cohesive written texts and to make at least one recommendation.

A. Select a planning technique that suits you, such as mind-mapping, listing, writing frame or other strategy. Use this to plan your report. Your chosen planning technique must be evidenced and submitted with your report.

B. Write your draft report, clarifying the importance of audience, purpose, the writing process and any other relevant factors that you have learned.

   Word count guide: 650–750 words.

C. Complete the proofreading/marking pro-forma created for Task 1 to be able to edit and revise your report, making sure to identify common errors. Finalise the report in light of any errors found.

   Word count guide: add 200–300 words to the pro-forma.

(Assessment criteria covered: Unit 4: 1.1, 1.2, 2.1, 2.2, 2.3)

Use the **Tracking Sheets** in Appendix 2 to evidence where all the criteria have been met.

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## Holistic Assessment Self-Evaluation – page 1

| Name | Assessor's Name |
|---|---|
| | |
| Research Topic/Title | Date |
| | |

| **Evaluate the effectiveness of the research process, presentation and discussion using the following headings. Use extra pages if necessary.** |
|---|
| **Effectiveness of the research and planning that was carried out:** |
| **Resources which were particularly useful for the research and why:** |
| **Difficulties encountered during the research process and how they may have been overcome:** |
| **Aspect(s) of the topic which could be developed for further study at a higher level:** |

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**Preparation, organisation, structure and pace of the presentation:**

## Holistic Assessment Self-Evaluation – page 2

| |
|---|
| **Clarity, language and depth of the presentation and discussion:** |
| **Audience engagement, questioning and answering in the presentation and discussion:** |
| **Aspect(s) that went particularly well in the presentation/discussion:** |
| **Area(s) for improvement or development:** |
| **Key own learning from the whole process:** |

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**Learner signature:** **Tutor signature:**

## Unit 3 Speaking and Listening Skills for Literacy and Language Teaching

### Tutor/Peer Evaluation and Feedback

| Presenter's Name | Tutor/Peer Assessor's Name |
|---|---|
| | |
| Presentation Topic/Title | Date |
| | |

| **Critically evaluate the effectiveness of the presentation and discussion for:** |
|---|
| **Organisation, structure and pace** (AC: 1.1, 1.2)**:** |
| **Clarity, expression, language and achievement of intended purpose** (AC: 1.1, 1.2)**:** |
| **Non-verbal communication methods** (AC: 2.1, 2.2)**:** |
| **Audience engagement, questions and answers** (AC: 1.2, 2.2, 2.3, 2.4, 2.5, 2.6)**:** |
| **Other comments:** |

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**Tutor/Peer signature:** **Learner signature:**

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## Resources to support the delivery of the qualification (including physical resources)

The following books will be useful to teachers in planning and delivering the programme (see also the specific resources linked to units):

Bragg, M. (2004) *The Adventure of English.* New York: Sceptre

Bryson, B. (2009) *Mother Tongue: The Story of the English Language.* London: Penguin Books

Cruse, A. (3rd edition 2011) *Meaning in Language: an Introduction to Semantics and Pragmatics.* New York: Oxford University Press

Crystal, D. (2nd edition 2002) *The English Language: A Guided Tour of the Language.* London: Penguin Books

Crystal, D. (2007) *How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die*. London: Penguin Books

Crystal, D. (2009) *Txting: the gr8 db8.* USA: Oxford University Press

Thorne, S. (2nd edition 2008) *Mastering Advanced English Language.* USA: Palgrave

Truss, L. (4th edition 2009) *Eats, Shoots and Leaves.* London: Fourth Estate

**Websites** – see also the descriptions under each unit

http://www.bbc.co.uk/skillswise/english

https://www.skillsyouneed.com

http://www.grammar-monster.com

https://www.davidcrystal.com/GBR/David-Crystal

### Resources specific to each unit

**Unit 1**

Crystal, D. & Davy, D. (2019 revision) *Advanced Conversational English* (download with audio) – accessed via David Crystal website – see link below

Crystal, D. (1996) *Discover Grammar.* London: Longman

Crystal, D. (2nd edition 2004), *Rediscover Grammar*. London: Longman

Education First – resources for learning English

https://www.ef.co.uk/english-resources/

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**Unit 2**

Crystal, D. (3rd edition 2018) *The Cambridge Encyclopaedia of the English Language*. Cambridge University Press

Teaching and Learning Resources for Me

https://www.youtube.com/watch?v=4MG8-kgWEhU

Functional Skills English Levels 1 and 2 BBC Bitesize. Post-16 reading tips, the purpose of texts and spotting mistakes.

https://www.bbc.co.uk/bitesize/articles/zwrtcj6

**Unit 3**

BBC Skillswise – English – Speaking and Listening

https://www.bbc.co.uk/teach/skillswise/speaking-and-listening/zdfwgwx

**Unit 4**

Planning to write

https://www.skillsyouneed.com/learn/essay-planning.html

https://www.bbc.co.uk/teach/skillswise/planning-your-writing/z46nqp3

Report writing

https://www.skillsyouneed.com/write/report-writing.html

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**Authenticity Cover Sheet**

# Authenticity Cover Sheet

**Name of learner:**

**Qualification title:**

1. I confirm that all the work submitted in this assignment is my own.
2. I confirm that I used the Harvard referencing system to acknowledge all quotes and all references to research and wider reading.

Learner's signature: Date:

Assessor's name and signature: Date:

Internal Verifier's name and signature: Date:

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