



Level 3 Award in

English for Literacy and Language Teaching (RQF)

Specification

Ofqual Accreditation Number: 600/3544/4

Ofqual Accreditation Start Date: 01/11/2011

Ofqual Accreditation End Date: 31/07/2018

Ofqual Certification End Date: 31/07/2019

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 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
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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LEVEL 3 AWARD IN ENGLISH FOR LITERACY AND LANGUAGE TEACHING (QCF)

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 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 and are available on the LSIS website.

The entry criteria detail the skills in English that need to be evidenced at Level 3 (QCF). 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 has been developed in response to sector demand for a specific qualification to be developed. They are of particular value for 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 task designed to cover all the assessment criteria within the unit
- Assessment tasks designed to be holistic and relevant to candidates 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 awards are aimed at any pre-service or in-service candidate. They are of particular value for those providers who offer 'bridging' programmes to support prospective trainees to develop the skills they need.

Ofqual Qualification Accreditation Number: 600/3544/4

Rules of Combination

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

Level 3 Award in English for Literacy and Language Teaching (QCF)				
				Minimum credits: 12
Group A - Mandatory Units		Credit (from Group A) Mandatory Units: 12		
Title	Level	Credit Value	GLH	RQF Unit ref (SCQF where appropriate)
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: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: 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 the Level 3 Award in English for Literacy and Language Teaching is 120.

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 on to the course all potential entrants should be interviewed. There are no formal entry requirements, but there must be confidence that an applicant's English skills are at a standard in order to be able to progress to the study of these skills at Level 3.

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.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 4.

Opportunities for Progression

- Candidates 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; Level 5 Diploma in Teaching English: ESOL; Level 5 Diploma in Teaching English: Literacy and ESOL
- Learners could also undertake this qualification as a lead into the Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification and the Level 3 and 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS), or the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- This qualification could also be studied concurrently, with a teaching programme

Mapping / Relationship to National Occupational Standards

The units of assessment for the award were written by 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 within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk/rhombus.

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 Key Information / Policies 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 Key Information / Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

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 covering all units assessment or a unit specific assessment. Following either of these options will ensure that all the learning outcomes and assessment criteria are covered. Assignments for each option are found in Appendix 3.** Following the completion of the assignments the learners work is internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Award in English for Literacy and Language Teaching, 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 candidate's own work. The Authenticity Cover Sheet includes a statement on authentication which needs to be signed by both the candidate and assessor. This is found in Appendix 5.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

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.

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 portfolios 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 Key Information / Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Ascentis External Verifiers will confirm the Internal Verification activities at their visit.

External Verification

Accredited centres will normally be visited twice a year for external verification although more frequent verifications can be requested from Ascentis, for which there is usually an additional charge. The focus of the external verification visits will include:

- Verification of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres

- Confirmation of coverage of all the assessment criteria required for each unit and the rules of combination required for the full award.
- Staff development, including guidance and support for all assessors and internal verifiers

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Those delivering and assessing this qualification should be qualified teachers or working towards a teaching qualification together with English language skills at Level 4 or above. Those carrying out Internal Verification should have the knowledge and understanding and skills required for those delivering and assessing the qualification. In addition they should be familiar with the requirements of the Internal Verification process.

Training for this role is available 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).

UNIT SPECIFICATIONS

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		Assessment Criteria	
The learner will be able to		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

- The importance of knowing how to talk about language – using the meta language of English
- What are 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

UNIT SPECIFICATIONS

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		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to 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	Be able to 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

- Previewing: reviewing titles, section headings, indexes and photo captions to get a sense of the structure and content of texts (both paper based and web based)
- Predicting: using knowledge of the subject matter to make predictions about the content of reading texts
- Pre-reading strategies to stimulate prior learning, e.g. brainstorming, group discussion, concept or mind mapping, advance organisers
- Reading strategies including: skimming, scanning and detailed reading and when to use each; SQ3R reading strategy – Survey, Question, Read, Recite, Review
- How to read difficult material
- Techniques to record own interpretations of reading texts including: taking notes when reading, using graphic organisers or concept mapping

UNIT SPECIFICATIONS

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		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to 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	Be able to 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

- The communication process
- Effective verbal communication skills – their importance and how to improve them
- The conventions of oral presentations
- Factors which determine language choice in oral presentations and other verbal communication activities (group or 1:1 discussions) e.g. purpose, audience, context etc.
- Critical listening skills and their role in effective communication
- Identifying main points in verbal communication
- The role of non-verbal communication and body language in verbal communication, e.g. facial expressions, gestures, eye contact, tone of voice, pace etc.

UNIT SPECIFICATIONS

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		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to prepare written texts	1.1	Plan written texts according to the intended audience, purpose and situation
		1.2	Draft written texts using techniques at <ul style="list-style-type: none"> ▪ Text level ▪ Sentence level ▪ Word level
2	Be able to 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 proof read written texts at text level, sentence level and word level

Indicative Content

- Understand the importance of thinking in the writing process
- The writing process – planning, drafting, editing and revising
- The role of audience, purpose and context in the writing process
- Techniques for drafting writing including: focused free writing; brainstorming; listing and outlines; using technology to support the drafting process
- Structuring your writing to create a logical sequence to your writing and sustain an argument
- Adhering to the conventions of written language in terms of spelling, punctuation and grammar
- Reviewing, revising and editing your writing

Summary Record of Achievement

Level 3 Award in English for Literacy and Language Teaching (QCF)

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) _____

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				

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 _____

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				

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 _____

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				

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 _____

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 <ul style="list-style-type: none"> ▪ Text level ▪ Sentence level ▪ 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 proof read written texts at text level, sentence level and word level				

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 _____

Assessment

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

Holistic assessment

Learners are allocated, or choose, a topic which broadly relates to **Unit 1: Analysing English language for literacy and language teaching**. This should allow learners some scope to choose an area which interests them and enables further study at a higher level in the future if appropriate. Once a topic is chosen, learners need to carry out the following:

- 1 Agree a title with their tutor which will form the basis of this assignment. This title should allow the learner to incorporate all elements of the Indicative Content into their work.
- 2 Carry out research on the topic using a range of **appropriate** sources, e.g. text books, articles, journals, web-based texts etc. Keep a research diary with details of sources used (references) and summaries of key points from these wider readings
- 3 Prepare and deliver (to peers) a presentation on the chosen topic
- 4 Write an evaluation of the process of researching and giving a presentation. The following aspects should be included in the evaluation
 - Why you chose a particular topic – your rationale
 - How you planned and carried out your research
 - Which sources were particularly useful
 - What kind of problems you encountered while carrying out your research
 - What worked in your presentation
 - How your peers responded to your presentation – in terms of verbal and non-verbal signals □ What you have learned from this process

Below is a list of suggested titles for the **holistic / integrated** assignments. It is not exhaustive and you can construct your own.

- 1 Explain the differences between spoken and written English
- 2 Describe how the English Language has changed over time
- 3 Explain how Standard English emerged as the most important English dialect
- 4 Choose a regional dialect you are familiar with and explain its origins and current use
- 5 Explain the importance of understanding and using correct grammar in spoken and / or written discourse
- 6 Explain why many people believe the English spelling system is too complicated
- 7 Describe how other languages have influenced English
- 8 Explain your understanding of the origins of the English Language

Unit 1 - Analysing English language for literacy and language teaching

- 1 Choose a written text. It could be a newspaper article, a magazine article or a text relating to your vocational area
- 2 Use the article to write an explanation of: **The relationship between form and meaning in written language**
- 3 You will need to focus on
 - the writer's choice of words
 - audience, purpose and context
 - how the structure features support the intention using relevant sentences, phrases or words

Unit 2 - Reading skills for literacy and language teaching

- 1 Select three texts
- 2 Write a summary of each text
- 3 Choose one text and undertake a critical reading of the text
- 4 Write up the findings from your critical reading using the following headings
 - a The writer's purpose
 - b What do you think the writer is trying to do / say in this text?

Audience

Who do you think is the intended audience?
 - c Presenting the argument

How does the writer present his / her argument? You may want to consider whether
 - there is a well-reasoned argument
 - the information is presented as fact or opinion
 - the writer is appealing to your emotions - if so, how?
 - Can you detect any bias in the text?

Unit 3 - Speaking and listening skills for literacy and language teaching

- 1 Choose a short clip (5 minutes) of a presentation, interview, speech etc. which interests you. It needs to be accessed on-line or on DVD
- 2 Prepare and deliver a short presentation for your peers on your response to the piece making clear the **factors which make it successful / effective**. You should comment on features such as
 - audience
 - purpose

- language used
- structure
- aspects of body language
- facial expressions
- gestures
- eye contact
- tone of voice
- pace etc.

Unit 4 - Writing Skills for Literacy and Language Teaching

- 1 Choose a purposeful and authentic writing task. This ought to be course or work related
- 2 Devise a plan for your writing task using a planning / drafting technique
- 3 Complete the writing task including reviewing and editing as appropriate
- 4 Evaluate the writing process you have undertaken focussing on the following
 - The role of planning in your writing
 - How you structured your writing and, if appropriate how you created and sustained an argument through to the conclusion
 - How you achieved a logical sequencing of your ideas
 - How you used grammar, syntax and punctuation to achieve your purpose in your writing

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 five years. He has English and Maths O Level and has Level 3 craft-based qualifications. He has completed DTLLS. Jez took 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 Subsidiary Diploma in Teaching English in the Lifelong Learning Sector. He does feel however that he lacks an understanding of the English Language and that the Bridging Qualification will provide him with an introduction to English Language which will prepare him for the Level 5 Diploma. Jez would like to do all four units of the qualification
- 2 Roxanna works for a National Training Provider and has completed a PTLLS qualification at Level 3. She completed her National Test in Literacy and Numeracy at Level 2. Her employer has offered to fund her on a CTLLS programme; however, Roxanna feels that her personal skills in English let her down. She would like to develop these before she starts her CTLLS course. Roxanna is particularly concerned at the amount of reading and writing she will have to undertake on the CTLLS course and feels that she particularly lacks skills in assignment writing. Her PTLLS tutor said that her assignments lacked structure and cohesion and her writing tended to the descriptive rather than displaying the skills of analysis which she knows are required at Level 4. She thinks she would undertake the 3 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 National Test in Literacy and Numeracy at Level 2. She thinks she would like to move into teaching but would like to develop her English skills before she begins the PTLLS course. Prior to achieving her National Tests 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

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

Suggested Reading List

The following books will be useful to teachers in planning and delivering the programme

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

Bryson, B. 2009 *Mother Tongue*, London, Penguin Books

Cruse, A. 2004 *Meaning in Language: an Introduction to Semantics and Pragmatics*, Oxford, Oxford University Press

Crystal, D. 2003 *The Cambridge Encyclopaedia of the English Language* Cambridge, Cambridge University Press,

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

Crystal, D. 2005, *How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die*, New York, Penguin

Crystal, D. 1996, *Discover Grammar*, London, Longman

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

Thorne, S. 1997, *Mastering Advanced English Language*, Basingstoke, Palgrave

Truss, L. Paperback edition, 2009, *Eats, Shoots and Leaves*, London, Fourth Estate

Websites

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

<http://www.move-on.org.uk> <http://www.grammar->

[monster.com](http://www.studygs.net) <http://www.studygs.net>

Authenticity Cover Sheet

Authenticity Cover Sheet

Name of candidate:

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

Candidate's signature:

Date:

Assessor's name and signature

Date:

Internal Verifier's name and signature

Date: