Ascentis Entry Level Award and Certificate in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3)

Specification

These qualifications are being withdrawn. The last date of registration for learners is 31st July 2022 after which no further learners can be registered.
The certification end date is 31st July 2023. If you require any further clarification, please email development@ascentis.co.uk.

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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TABLE OF CONTENTS

ASCENTIS ENTRY LEVEL AWARD AND CERTIFICATE IN EMPLOYMENT, DIGITAL AND COMMUNITY ENGAGEMENT SKILLS FOR ENGLISH LANGUAGE LEARNERS (ENTRY 3)

Introduction

The main purpose of this qualification is to enable learners to gain the practical and personal skills for work and further study while improving their knowledge and use of the English language. The qualification offers a flexible and broad range of topics which can be tailored to learners' needs to help them to gain new skills and knowledge. The phenomenon of a plateau for language learners is well known. Learners reach a certain point in their ability to communicate in the target language (in this case English) and then find it difficult to move beyond it.

This qualification will allow ESOL learners to progress in the areas of employability, study skills, digital skills, and personal skills with the language skills they have already acquired but also to work on their language skills to overcome the plateau phenomenon. This will allow learners to work on their language skills in a more contextualised setting than ESOL Skills for Life, allowing for a varied approach to teaching and a focus on content while addressing the issues in the following ways:

- Productive competence can be improved in terms of speech and portfolio preparation
- The topics covered in the qualification can have more complex and less "everyday" transactional themes
- The topics covered will increase lexical range
- A more collaborative approach to building up a portfolio may allow for more natural speech to be used
- Teachers will be able to recognise and address fossilised language errors
- The topics covered will develop real life practical skills for enhancing life and work opportunities

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
- The qualification builds on language skills gained during ESOL Skills for Life courses and enables learners to continue to improve their English in a contextualised, relevant and practical way
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners

Aims

The aims of the qualification are to enable learners:

1   Overcome barriers to entering work
2   Use language skills for a practical and functional purpose
3   Develop language skills for study and work
4   Develop language skills in a practical and functional way to enable progression
5   Develop real life practical skills for enhancing life and work opportunities

Target Group

These qualifications are aimed at a range of learners, including those learners who would benefit from an individualised curriculum. They are designed to support those who wish to develop their English alongside their study and interpersonal skills in order to progress in learning or employment.

Ofqual Regulation Numbers:

- Ascentis Entry Level Award in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3) – 603/5974/2
- Ascentis Entry Level Certificate in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3) – 603/5975/4

Ascentis Entry Level Award and Certificate in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3)

Award: Learners must achieve a minimum of 6 credits and a maximum of 12 credits from any of the optional groups.

Certificate: Learners must achieve a minimum of 13 credits and a maximum of 24 credits from any of the optional groups.

Award Minimum credits: 6
Minimum credit value at level of qualification: 6
Award maximum credits: 12
Certificate Minimum Credits: 13
Maximum Credits: 24

Group A - Optional Units
Employment

Title	Level	Credit Value	GLH	Unit Code
Developing Skills for Gaining Employment for English Language Learners	E3	4	40	T/618/1711
Health and Safety Awareness for English Language Learners	E3	2	20	A/618/1712
Preparing for a Recruitment Interview for English Language Learners	E3	2	20	F/618/1713
Recognising Employment Opportunities for English Language Learners	E3	2	20	J/618/1714
Skills for Employability for English Language Learners	E3	4	40	R/618/1716

Group B – Optional Units
Digital Skills

Computer Basics for English Language Learners	E3	1	10	H/618/1719
Computer Security and Privacy for English Language Learners	E3	1	10	D/618/1721
Data Management Software for English Language Learners	E3	2	20	K/618/1723
Presentation Software for English Language Learners	E3	2	20	T/618/1725
Spreadsheet Software for English Language Learners	E3	2	20	F/618/1727
Using Computers for Family Learning for English Language Learners	E3	2	20	L/618/1729
Word Processing Software for English Language Learners	E3	2	20	J/618/1731

Group C – Optional Units
Community Engagement

Title	Level	Credit Value	GLH	Unit Code
Diversity in UK Society	E3	3	30	L/618/1732
Engaging with Schools	E3	3	30	K/617/6313
Planning for Personal Development for English Language Learners	E3	1	10	R/618/1733
Rights and Responsibilities of UK Citizenship for English Language Learners	E3	4	40	Y/618/1734

The Local Community for English Language Learners	E3	1	10	D/618/1735
Volunteering for English Language Learners	E3	2	20	H/618/1736
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.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 60 for the Award and 130 for the Certificate

Total Qualification Time (TQT)

The total qualification time is 60 for the Award and 130 for the Certificate

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

Learners should have competency in English at Entry 3 in order to benefit from the learning needed to gain the Ascentis Entry Level Award and Certificate in Employment, Digital and Community Engagement Skills (Entry 3).

Age Range of Qualification

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

Opportunities for Progression

Learners may use the skills attained for the achievement of these qualifications to continue their studies in English in either ESOL Skills for Life, English Skills or Functional Skills. They may also go on to study a vocational qualification or apprenticeship.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 3.

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.

Once approved, Ascentis will deliver on site training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

Registration

Candidates **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date. Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk. Learner registered on the individual awards who complete the necessary rules of combination may claim the full certificate. The claim form for the full certificate may be found on the Ascentis website in the Resources/Key Documents section.

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 reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

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

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.

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

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, 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/certificate/diploma, 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. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

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

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video and audio recordings
- Worksheets
- Self assessments
- Workbook activities
- Final multiple choice tests.

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' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion 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 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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk)

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

External Verification

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

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

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

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

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

UNIT SPECIFICATIONS

Unit Title: Developing Skills for Gaining Employment for English Language Learners
Unit Reference Number: T/618/1711

Credit Value of Unit: 4   **GLH of Unit:** 40   **Level of Unit: Entry** 3

Introduction

Learning Outcomes The learner will:	Assessment Criteria The learner can
1. Be able to identify possible employment options	1.1 List areas of interest for future career options
	1.2 State any personal skills for possible future career options
2. Be able to complete an application form	2.1 Complete a straightforward job/training application form, providing all required information
3. Be able to create a straightforward Curriculum Vitae (CV)	3.1 Complete a prepared CV template to include essential information
4. Understand how to conduct self at interview	4.1 State how to prepare for an interview
	4.2 Identify appropriate dress for given interview situations
	4.3 Respond in a positive manner in a short interview
5. Be able to locate job and training opportunities in a local area	5.1 Identify possible sources of information on jobs and training in own local area
6. Be able to plan for future career development	6.1 Produce a simple action plan with at least two short-term goals identified
7. Understand ways to build personal confidence	7.1 State situations when confidence is low
	7.2 State situations when confidence is high
	7.3 Describe at least one way of increasing confidence
	7.4 Using adjectives, describe the feelings of confidence

Indicative Content
Evidence could include: ▪ Completed application form ▪ Completed action plan ▪ Completed CV form ▪ Written statement about ways of increasing confidence and feelings related to it Language work/classwork could include: ▪ Future tense ▪ Verbs in a range of tenses ▪ Adjectives to describe feelings ▪ Job specific meeting ▪ Types of jobs vocabulary ▪ Modal verbs can/can/might/could, etc. ▪ Reading completed example application forms and CVs ▪ Reading and discussing articles on interview preparation ▪ Role-play job interviews ▪ Class/group discussions on where to find jobs/training locally

Communicative Functions
▪ Express views and opinions ▪ Respond to request for explanation ▪ Make requests ▪ Suggest action with other people ▪ Describe self

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Adult ESOL Core Curriculum Entry 3		Progression to Adult ESOL Core Curriculum Level 1	
Wt/E3/5a	Complete forms with some complex features, e.g. open responses, constructed responses, additional comments	Wt/L1/6a	Complete forms with some complex features, e.g. open responses, constructed responses, additional comments
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/2a	Understand and distinguish the different purposes of texts at this level	Rt/L1/2a	Distinguish how language and other textual features are used to achieve different purposes
Rw/E3/2a	Recognise and understand words and phrases commonly used on forms	Rw/L1/2a	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Health and Safety Awareness for English Language Learners
Unit Reference Number: A/618/1712

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know about health and safety procedures	1.1	State who they should tell in the event of an accident
	1.2	Give an example of an emergency
	1.3	State one thing they should do if an emergency happens
	1.4	Identify simple safety signs
2. Be able to observe safe working practices	2.1	Follow specific instructions concerning health and safety practice in relation to a given task
3. Know about accidents and how to prevent them	3.1	List types of accidents at work
	3.2	State how to prevent these types of accidents

Indicative Content

Language work/classwork could include:

- Use of imperatives
- Reading and discussing health and safety documents
- Use of signs
- Subject specific vocabulary
  - slips, trips, falls, wet floor, worn carpet, cables, lighting, carrying, lifting
  - cleaning/wiping, reporting, training in lifting/carrying

Evidence could involve:

- Worksheets to cover health and safety procedures
- Written response to safe working practices
- List of accidents matched to solution to prevent them

Communicative Functions

Entry 3

- Respond to explanations and instructions
- Give factual accounts
- Explain and give reasons
- Express views and opinions
- Make suggestions and give advice

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact - make longer statements of fact, with appropriate intonation
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions - recognise when an explanation or instruction is required, and be able to respond with appropriate register
Sc/E3/1d	Express views and opinions	Sc/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sc/E3/1e	Make suggestions/give advice	Sc/L1/2b	Give advice, persuade, warn, etc
Lr/E3/2c	Listen for detailed instructions	Lr/L1/2c	Understand spoken instructions - respond to detail in instructions
Rt/E3/9a	Relate an image to print and use it to obtain meaning	Rt/L1/3a	Understand how images are used to infer meaning that is not explicit in the text - be aware of how images are used to persuade or to convey the force of a situation or event
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose

UNIT SPECIFICATIONS

Unit Title: Preparing for a Recruitment Interview for English Language Learners
Unit Reference Number: F/618/1713

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the importance of being prepared for a recruitment interview	1.1 State preparations needed before attending a recruitment interview
	1.2 Identify items to be included in a portfolio of evidence for a recruitment interview
	1.3 Identify people who may be involved in a recruitment interview
	1.4 Give an example of appropriate dress for an interview for a specific career
2. Be able to demonstrate interviewee skills	2.1 Give answers to straightforward, open interview questions
	2.2 Identify questions to ask the interviewer
	2.3 Review performance in the role of interviewee
	2.4 Identify what went well in the interview
	2.5 Identify what could have been improved in the interview
3. Use verbal and non-verbal cues in an interview	3.1 Demonstrate use of body language and eye contact
	3.2 Use appropriate greetings/salutations in an interview
	3.3 State the impact of using good verbal and non-verbal cues in an interview

Indicative Content
Evidence could include: ▪ Research, e.g. bus times ▪ Recorded role play with peer reviews ▪ Worksheet to test listening skills Language work/classwork could include: ▪ Peer reviews ▪ Question forms ▪ Tenses – present perfect, present continuous ▪ Modal verbs ▪ Reading and discussing articles on recruitment interview preparation ▪ Looking at recruitment websites ▪ Identifying common questions asked at interview ▪ Writing questions to ask at interview ▪ Role-play interviews with peer feedback ▪ Self-evaluation worksheets ▪ Watching interviews from Internet and identify questions, good practice, etc. Communicative Functions

- Greet
- Take leave
- Ask for clarification and explanation
- Respond to request for explanation
- Confirm information
- Give personal information

Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 7).

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/2a	Use formal language and register when appropriate - greeting - introducing self	Sc/L1/1c	Use formal language and register where appropriate – be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers
Sc/E3/3b	Ask questions to obtain personal or factual information	Sc/L1/2b	Ask for information - Ask for personal information in a formal or informal context
Sc/E3/4b	Give personal information	Sc/L1/3a	Give personal information - use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level
Sd/E3/1b	Take part in more formal interaction	Sd/L1/1b	Take part in more formal interactions - be able to respond in a range of situations
Sd/E3/1e	Make suggestions and give advice	Sd/L1/2b	Give advice, make recommendations and suggestions
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1g	Relate to other speakers - be able to use non-verbal signalling	Sd/L1/3a	Involve other people in a discussion - be able to use non-verbal signalling, as well as suitable phrases, to invite another person to speak

UNIT SPECIFICATIONS

Unit Title: Recognising Employment Opportunities for English Language Learners
Unit Reference Number: J/618/1714

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different types of work	1.1 State the key characteristic of each of the following: a) employment b) self-employment c) unemployment d) voluntary work
2. Know about the concept of the labour market	2.1 Identify the following markets: a) local b) national c) European d) global
	2.2 Name an employment opportunity available in the local labour market
3. Identify a suitable job from an advert/job description	3.1 Identify personal requirements in a job
	3.2 Identify the key information in an advert/job description
	3.3 Compare personal requirements to key information

Indicative Content
Evidence could include: ▪ Screenshots of research ▪ Written evidence of research ▪ Use of websites, e.g. local newspaper ▪ Worksheets ▪ Use of social media ▪ Job descriptions ▪ Job advertisements ▪ Written comparison Language work/classwork could include: ▪ Giving definitions using defining relative clauses ▪ Reading skills ▪ Class/group discussions on where to find employment locally ▪ Language to compare and contrast ▪ Subject specific vocabulary – terms and conditions, salary, annual leave, hours of work, location, contract, part-time, full-time etc. Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 7).

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact - make longer statements of fact, with appropriate intonation
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions - recognise when an explanation or instruction is required, and be able to respond with appropriate register
Sc/E3/1d	Express views and opinions	Sc/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sc/E3/1e	Make suggestions/give advice	Sc/L1/2b	Give advice, persuade, warn, etc
Rt/E3/2a	Understand and distinguish the different purposes of texts at this level	Rt/L1/2a	Distinguish how language and other textual features are used to achieve different purposes
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Rt/E3/9a	Relate an image to print and use it to obtain meaning	Rt/L1/3a	Understand how images are used to infer meaning that is not explicit in the text - be aware of how images are used to persuade or to convey the force of a situation or event
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose

UNIT SPECIFICATIONS

Unit Title: Skills for Employability for English Language Learners
Unit Reference Number: R/618/1716

Credit Value of Unit: 4   **GLH of Unit:** 40   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand the need for Health and Safety procedures at work	1.1	List reasons for Health and Safety procedures at work
	1.2	Identify key safety signs
	1.3	Identify safe clothing for different types of work
	1.4	Outline how to maintain own safety at work
	1.5	State how to obtain help
2. Be able to participate in a task in a work-simulated environment	2.1	Follow simple instructions
	2.2	Perform a single work task
	2.3	Perform a short sequence of tasks
	2.4	Give an example of a problem with a task
	2.5	Give possible solution to problem
3. Be able to work as part of a team	3.1	Use questions and give answers clearly
	3.2	Work with another group member to complete a work task
	3.3	Assist other team members
4. Know social skills needed for work	4.1	Outline what is meant by time management
	4.2	Give examples of reliable and committed behaviour at work
	4.3	State key roles in a workplace
	4.4	Give an example of dealing positively with a difficult situation
5. Communicate appropriately with others at work	5.1	Obtain information from others using - email - phone - face-to-face
	5.2	Communicate clearly through - email - phone - face-to-face
	5.3	Ask appropriate questions to obtain information

Indicative Content

Evidence could include:

- Worksheets to cover health and safety procedures, safety signs, clothing, safety at work
- Role-play tasks at work
- Respond to scenarios – problems and solutions
- Writing email

Language work/classwork could include:

- Dictionary work
- Imperatives
- Question forms
- Formal/informal language
- Past tenses
- Present tenses
- Conditionals
- Modals of obligation/advice/permission

Adult ESOL Core Curriculum References/Progression

While very many elements of the Adult ESOL Core Curriculum will be covered as learners progress through this unit, the following aspects are particularly relevant.

Communicative Functions

Entry 3

- Make requests on the phone, in formal and informal situations
- Respond to instructions
- Explain and give reasons
- Ask for clarification and explanation
- Confirm information
- Warn and prohibit

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to	Level 1	
Sc/E3/2a	use formal language and register when appropriate	Sc/L1/1c	use formal language and register where appropriate – be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers	
Sc/E3/3a	Make requests - asking for something - requesting action - asking permission	Sc/L1/2a	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	
Sc/E3/3c	Ask for directions, instructions or explanation	Sc/L1/2b	Ask for information – use accurately verb forms appropriate to this level, e.g. present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form – form different types of question, including embedded questions and tag questions and choose which type of question best suits the situation – use intonation appropriate for the question type – be able to ask questions in a range of contexts	
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions – recognise when an explanation or instruction is required, and be able to respond with appropriate register – give minimal or longer responses, with grammatical accuracy	
Sc/E3/4e	Give directions and instructions	Sc/L1/3d	As above	
Lr/E3/1c	Listen for the gist of explanations, instructions or narratives in face-to-face interaction or on the phone	Lr/L1/1b	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	
Lr/E3/2b	Listen for detail in a face-to-face situation or on the phone	Lr/L1/1b	As above	
Rw/E3/1a	Recognise and understand relevant specialist key words	Rw/L1/5b	Use reference material to find information – be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task	
Rw/E3/3a	Use a dictionary to find the meaning of unfamiliar words	Rw/L1/1a	Use reference material to find the meaning of unfamiliar words	
Wt/E3/1a	Recognise the process of planning and drafting when writing certain types of texts	Wt/L1/1a	Apply appropriate planning strategies – plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing	
Wt/E3/1b	Make notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies	
Wt/E3/4a	Proof-read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation	

UNIT SPECIFICATIONS

Unit Title: Computer Basics for English Language Learners
Unit Reference Number: H/618/1719

Credit Value of Unit: 1   **GLH of Unit:** 10   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the different parts of a computer	1.1 State the importance of computers in today's world
	1.2 Identify the main parts of a computer
	1.3 Identify the different groups of keys on a keyboard
	1.4 Perform different tasks by using a mouse
2. Know computer terminology	2.1 Outline what is meant by the following terms: a) operating system b) software c) data d) network
	2.2 Give examples of different types of networks
	2.3 Outline what is meant by the following terms: a) Internet b) intranet
3. Know about computer performance and features	3.1 State the features of different types of computers
	3.2 Outline the role of memory
	3.3 Outline the basics of computer performance
	3.4 Outline different types of communication programs
	3.5 Outline the uses different kinds of programs
4. Know about computer operating systems	4.1 Identify the common functions of an operating system
	4.2 Identify the main components of an interface
	4.3 Work with a selected interface within programs
	4.4 Manage files and folders
5. Know the difference between a fixed computer and mobile devices	5.1 List devices which are mobile
	5.2 List functions of a fixed computer and a mobile device
	5.3 State the advantages/disadvantages of a fixed computer and a mobile device

Indicative Content

Language work/classwork could include:

- Giving definitions using defining relative clauses
- Matching terms with definitions/functions
- Setting up folders on a computer
- Creating files and storing in folders
- Subject specific vocabulary related to mobile devices
  (portable/hand-held, tablets, smart phones, smart watches)
- Comparatives and superlatives
- Comparing and contrasting

Communicative Functions

Describe places and things
Compare people, places, things
Make comparative questions
Give factual accounts
Respond to request for an explanation
Explain and give reasons
Express views and opinions

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Computer Security and Privacy for English Language Learners
Unit Reference Number: D/618/1721

Credit Value of Unit: 1   **GLH of Unit:** 10   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the basics of computer security and privacy	1.1 State why computer security and privacy is important
	1.2 Identify a threat to a computer
	1.3 Identify one way to protect a computer against threats
2. Know how to keep information secure	2.1 Identify ways of keeping online and network transactions secure
	2.2 Identify ways of keeping e-mail and instant messaging transactions secure
3. Know how to protect self and family from online security threats	3.1 Identify a way to protect own privacy online
	3.2 Identify ways of protecting own family from security threats online
4. Know how to keep a computer secure	4.1 Identify the security settings on a computer and their purpose
	4.2 Identify one way of keeping computer security up to date
5. Know how to report an online safety issue	5.1 Identify the potential issues which need reporting
	5.2 Identify the impact of issues on yourself
	5.3 State to whom/how you should report an online safety issue

Indicative Content
Language work/classwork could include: ▪ Reading texts on online security/privacy ▪ Watching videos on online security/privacy ▪ Using need to for obligation ▪ Using will definitely to express certainty in the future ▪ Case studies ▪ Scenarios ▪ Subject specific vocabulary – online safety (Privacy and identity theft, cyberbullying/stalking/trolling, online grooming, online radicalisation, inappropriate content, online pornography, hate content, sexting, revenge sites, 'griefing', illegal game downloads) ▪ Subject specific vocabulary – reporting issues (Parents/guardians, teachers, police, website administrators, and organisations such as Child Exploitation Online Protection Centre (CEOP), the Internet Watch Foundation, Counter Terrorism Internet Referral Unit, TrueVision, ActionFraud, Victim Support, reporting to social media administrators)

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/L1/1a	Extract information from texts of varying length, e.g. on radio, TV or presentations – be able to identify key words and phrases within a given context
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Data Management Software for English Language Learners
Unit Reference Number: K/618/1723

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to enter, edit and maintain data records in a data management system.	1.1	Identify the security procedures used to protect data.
	1.2	Enter data accurately into records.
	1.3	Follow instructions to locate and amend individual data records.
	1.4	Check data records for accuracy making corrections as necessary.
	1.5	Respond appropriately to data entry error messages.
2. Be able to retrieve and display data records to meet requirements.	2.1	Search for and retrieve information to meet specified requirements.
	2.2	Identify what report to run to output the required information.
	2.3	Select and view specified reports to output information.
3. Understand key concepts of data protection	3.1	Summarise the purpose of the Data Protection Act 2018
	3.2	State three requirements for organisations in relation to the use/sharing of data
	3.3	State three rights for individuals in relation to the use/sharing of personal data

Indicative Content
Examples of data entry completed Print screens of retrieval and amending Completed tasks – task-based learning Internet research Modal verbs of obligation and permission Summarising a text Subject specific vocabulary – matching words and definitions Data Protection Act 2018 including GDPR: Organisations – • Must have a legitimate reason to hold a person's data and they are not permitted to use data in any other way than what is was initially intended for • Have a legal obligation to ensure that data held is accurate and up-to-date. • Must ensure measures are taken to keep any personal data/information secure.

Individual rights

- Access data held about you
- Be 'forgotten' – you can request the right for your online information to be permanently erased
- Object to how data/personal information is used
- Object to how data/personal information is shared

Communicative Functions

Give factual accounts
Explain and give reasons
Confirm information
Warn and prohibit

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible

UNIT SPECIFICATIONS

Unit Title: Presentation Software for English Language Learners
Unit Reference Number: T/618/1725

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to input and combine text and other information within presentation slides	1.1	Identify what types of information to use in a presentation
	1.2	Enter information into presentation slides so that it is ready for editing and formatting
	1.3	Combine information for presentations appropriately
	1.4	Store and retrieve presentation files appropriately
2. Know the importance of checking information for copyright	2.1	State why it is important to check if information is copyrighted before using it
3. Be able to use presentation software tools to structure, edit and format slides	3.1	Select a template and theme for slides
	3.2	Use appropriate techniques to edit slides
	3.3	Apply format techniques to slides
4. Be able to prepare slides for presentation	4.1	Identify how the slides should be presented
	4.2	Prepare and present slides for presentation
	4.3	Check presentation using IT tools making corrections as appropriate
5. Evaluate the use of techniques used in a presentation	5.1	As a group, devise a feedback template on which to evaluate the use of presentation techniques
	5.2	Plan, present and self-evaluate your presentation using the devised template
	5.3	Evaluate a presentation made by a peer using the devised template

Indicative Content
Language work/classwork could include: ▪ Watching videos on how to use presentation software   ▪ Reading instructional texts on how to use presentation software   ▪ Preparing individual presentations   ▪ Preparing group presentations   ▪ Subject specific vocabulary   ▪ Collaborative work to devise a feedback template   ▪ Language used in feedback, evaluation, making progress   Vocabulary – this list is not definitive but a suggestion of the type of vocabulary that may be addressed: Presentation -Slide, duplicate, cut, copy, paste, delete, insert, font, bold, italics, underline, font size, transitions, animations, slide show, timings, format, shapes, images, text box   Feedback – even better if, what went well, could, would, able to, might, next time, etc

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│ Communicative Functions                                             │
│                                                                     │
│ Describe places, and things                                         │
│ Give factual accounts                                               │
│ Express views and opinions                                          │
│ Explain and give reasons                                            │
│ Make suggestions and give advice                                    │
│ Praise and compliment others                                        │
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Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/L1/1a	Extract information from texts of varying length, e.g. on radio, TV or presentations – be able to identify key words and phrases within a given context
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Spreadsheet Software for English Language Learners
Unit Reference Number: F/618/1727

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to enter and edit numerical and other information using spreadsheets	1.1 Enter and edit numerical and other information in spreadsheets accurately
	1.2 Store and retrieve spreadsheet files in line with local guidelines
2. Be able to use appropriate formulas and tools to summarise and display spreadsheet information	2.1 Identify how to summarise and display the required information
	2.2 Use formulas and tools as needed to summarise data and process information
3. Be able to use appropriate tools and techniques to present spreadsheet information	3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns
	3.2 Identify the chart or graph type used to display information
	3.3 Use appropriate tools to generate a chart or graph
	3.4 Select a page layout to present and print spreadsheet information
	3.5 Check spreadsheet information using IT tools making corrections as appropriate
4. Apply knowledge to use tools and techniques to complete a work-related task.	4.1 Plan how to present and format information in appropriate layout to meet needs
	4.2 Select appropriate tools and techniques to format spreadsheet cells, rows, columns, worksheets including graphs/charts
	4.3 Produce and print document as summative assessment

Indicative Content
Language work/classwork could include: ▪ Watching videos on how to use spreadsheets ▪ Reading instructional texts on how to use spreadsheets ▪ Project using spreadsheets to produce graph/chart ▪ Subject specific vocabulary and definitions, matching words and icons ▪ Practical application of learning to real-life work-related topics through case studies, scenarios Vocabulary – this list is not definitive but a suggestion of the type of vocabulary that may be addressed: Spreadsheet, workbook, cell, column, row, formula, tab, wrap text, format, graph, charts, layout, data, autofill, auto-sum, drag, cut, copy, paste, font, bold, underline, italics, borders, merge, split, sort, filter, print area, cell height/width/automatic, gridlines, alignment

Communicative Functions
Give factual accounts Respond to request for an explanation Ask for clarification and explanation Confirm information Make suggestions

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/L1/1a	Extract information from texts of varying length, e.g. on radio, TV or presentations – be able to identify key words and phrases within a given context
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Using Computers for Family Learning for English Language Learners
Unit Reference Number: L/618/1729

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how computers can be used to support family learning.	1.1 Give an example of how computers can be used to support family learning.
	1.2 State something they have learnt through working with computers in family learning.
2. Know how software can be used to support family learning.	2.1 Give an example of how software can be used to support family learning.
3. Know about other equipment that can be used with computers.	3.1 Give one example of how other equipment can be used with computers to support family learning.
4. Know how the Internet can be used as a resource to support family learning.	4.1 Give an example of how the Internet can be used to support family learning.
5. Understand preventative measures to safeguard the family	5.1 State how to protect family safety and privacy
	5.2 State how to maintain digital well-being
	5.3 Recognise and identify negative online behaviours
	5.4 Recognise and state where cyberbullying can occur

Indicative Content
Language work/class work could include: • Worksheets • Task based learning • Reading texts on online security/privacy • Watching videos on online security/privacy • Research useful websites   Communicative Functions Describe places and things Compare people, places, things Express obligation Explain and give reasons

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/L1/1a	Extract information from texts of varying length, e.g. on radio, TV or presentations – be able to identify key words and phrases within a given context
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Word Processing Software for English Language Learners
Unit Reference Number: J/618/1731

Credit Value of Unit: 2   **GLH of Unit:** 15   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to input text and edit word processing documents	1.1	Use keyboard or other input method to enter or insert text
	1.2	Give examples of the types of document that could be created using a word processor
	1.3	Store and retrieve document files, in line with local guidelines
	1.4	Identify what would be used to create documents
	1.5	Use editing tools
	1.6	Identify editing used to aid meaning
2. Be able to structure information within word processing documents	2.1	Identify and use appropriate templates to create a new document
	2.2	Use appropriate page layout to present and print documents
	2.3	Name common items that can be used to change page layout
3. Be able to use word processing software tools to format and present documents	3.1	Use appropriate tools to format characters
	3.2	Use appropriate techniques to format paragraphs
	3.3	Identify tools that can aid in checking documents for accuracy and consistency
	3.4	Use IT tools to check documents meet needs and make appropriate corrections
4. Apply knowledge to use tools to complete a work-related task	4.1	Plan how to present information in an appropriate layout to meet needs
	4.2	Select appropriate tools to present document using at least 4 layout features
	4.3	Produce and print document as summative assessment

Indicative Content

Language work/classwork could include:

- Watching videos/reading texts about using word packages
- Project to create story/report/article etc. using word documents
- Saving project documents
- Editing project documents
- Checking project documents
- Subject specific vocabulary and definitions, matching words and icons
- Practical application of learning to real-life work-related topics through case studies and scenarios

Vocabulary – this list is not definitive but a suggestion of the type of vocabulary that may be addressed:

Bold, italics, underline, font, font size, increase, decrease, highlight, cut, copy, paste, paragraph, line spacing, centre, justified, left/right alignment, tab, indentation, table, row, column, cell, merge, slit, graphic, image, spell check, find, select, replace, page break, column, column break, header, footer, text box, shapes, etc.

Communicative Functions

Give factual accounts
Respond to request for an explanation
Ask for clarification and explanation
Confirm information
Make suggestions

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/L1/1a	Extract information from texts of varying length, e.g. on radio, TV or presentations – be able to identify key words and phrases within a given context

Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Diversity in UK Society
Unit Reference Number: L/618/1732

Credit Value of Unit: 3   **GLH of Unit:** 30   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the meaning of the term 'diversity'	1.1 Outline the meaning of the term 'diversity'
	1.2 Identify diverse groups
2. Know about diverse groups and practices	2.1 Identify how groups may differ from one another
	2.2 List different practices in relation to these differences
3. Know about similarities between groups	3.1 Identify a similarity between a number of groups
4. Know some of the consequences of prejudice and discrimination	4.1 Identify a lack of tolerance of diverse groups within society
5. Be able to recognise the contributions of diverse groups to society	5.1 Name a contribution of a group to society
	5.2 State an advantage of living in a diverse society
6. Understand fair and unfair treatment	6.1 Identify examples of fair treatment
	6.2 Identify examples of unfair treatment
	6.3 Give examples of ways to show respect and understanding to diverse cultural groups

Indicative Content

Language work/classwork could include:

- Reading texts on different customs/traditions/cultural practices, etc.
- Watching video clips of different customs/traditions/cultural practices, etc.
- Group discussion/writing activity identifying differences and similarities between diverse groups
- Comparatives and comparative structures
- Create a poster about different customs/traditions/cultural practices
- Role play scenarios of fair and unfair treatment

Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 4).

Communicative Functions:

- Compare people, places, things
- Make comparative questions
- Give factual accounts
- Express views and opinions
- Explain and give reasons
- Show contrast, cause, reason, purpose
- Suggest action with other people

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance

Entry 3		Progression to Level 1	
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose
Wt/E3/1b	Makes notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ww/E3/1a	Apply knowledge of spelling to a wide range of common words and special interest words	Ww/L1/1a	Apply knowledge about words to aid accurate spelling
Rt/E3/2a	Understand and distinguish the different purposes of texts at this level	Rt/L1/2a	Distinguish how language and other textual features are used to achieve different purposes
Rt/E3/4a	Extract the main points and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion

UNIT SPECIFICATIONS

Unit Title: Engaging with Schools
Unit Reference Number: K/617/6313

Credit Value of Unit: 3   **GLH of Unit: 30**   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how the UK education system is structured	1.1 Identify ages for starting and leaving school
	1.2 Identify ages for movement between schools in local area
	1.3 List school attendance rules
2. Identify schools in their area	2.1 Identify a local primary school
	2.2 Identify a local secondary school
	2.3 Identify local opportunities for learners at 16+
3. Identify key personnel in school	3.1 Identify the headteacher
	3.2 Identify the teacher responsible for specific learners
	3.3 Identify the point of contact for day-to-day matters
	3.4 Respond to requests from school on day-to-day matters
	3.5 Show awareness of rules and policies
4. Identify parents' rights and responsibilities	4.1 Identify the right to appeal
	4.2 Identify the application process for a school
5. Understand targets and testing in schools	5.1 Identify how pupils are tested in school
	5.2 Identify when pupils are tested in school
	5.3 Identify the purpose of setting targets
	5.4 Create example targets using appropriate language

Indicative Content
Language work/classwork could include: ▪ Looking at local school websites ▪ Modals, e.g. you should/shouldn't to express obligation ▪ Need to for obligation ▪ Responding formally to request for an explanation/information ▪ Writing a formal letter ▪ Researching the ways pupils are tested in school (SATs, 11+, GCSEs, A Levels etc) ▪ Subject specific language for target setting (working towards, meeting expectations, exceeding expectations) Communicative Functions: ▪ Express obligation ▪ Respond to request for an explanation ▪ Respond to request for instructions ▪ Make requests – ask someone to do something in formal and informal situations Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 10).

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/2a	Use formal language and register when appropriate	Sc/L1/1c	Use formal language and register where appropriate – be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers
Sc/E3/3a	Make requests - asking for something - requesting action - asking permission	Sc/L1/2a	Make requests and ask questions to obtain information in familiar and unfamiliar contexts
Sc/E3/3c	Ask for directions, instructions or explanation	Sc/L1/2b	Ask for information – use accurately verb forms appropriate to this level, e.g. present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form – form different types of question, including embedded questions and tag questions and choose which type of question best suits the situation – use intonation appropriate for the question type – be able to ask questions in a range of contexts
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions – recognise when an explanation or instruction is required, and be able to respond with appropriate register – give minimal or longer responses, with grammatical accuracy
Rw/E3/1a	Recognise and understand relevant specialist key words	Rw/L1/5b	Use reference material to find information – be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
Rw/E3/3a	Use a dictionary to find the meaning of unfamiliar words	Rw/L1/1a	Use reference material to find the meaning of unfamiliar words
Wt/E3/1a	Recognise the process of planning and drafting when writing certain types of texts	Wt/L1/1a	Apply appropriate planning strategies – plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing
Wt/E3/1b	Make notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof-read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose

UNIT SPECIFICATIONS

Unit Title: Planning for Personal Development for English Language Learners
Unit Reference Number: R/618/1733

Credit Value of Unit: 1   **GLH of Unit:** 10   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about his/her strengths and areas for development	1.1 List his/her personal strengths
	1.2 Identify areas for own development
2. Be able to set personal goals	2.1 List personal short-term goals
	2.2 Outline an action plan for achieving the goals identified
3. Review personal goals and make a plan for future goals	3.1 Identify any progress towards achieving the personal goals
	3.2 State what went well and what did not go so well in achieving the goals identified
	3.3 Make a next steps plan to continue developing the personal goals

Indicative Content
Language work/classwork could include: ▪ Self-evaluation using a template ▪ Future tenses ▪ Completing an action plan using a template ▪ Use of appropriate language in reviewing goals – what went well, even better if, medals and missions ▪ Short presentation to the group of their goals ▪ Peer review of presentation of goals Communicative Functions ▪ Give personal information ▪ Describe self ▪ Express opinions about future possibilities ▪ Express feelings, likes and dislikes, with reasons, cause and effect ▪ Express views and opinions ▪ Make suggestions and give advice ▪ Praise and compliment others

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sd/E3/1d	Express views and opinions Be able to use modal verbs and other forms to express: - obligation - future certainty - future possibility	Sd/L1/2a	Express views and opinions – be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sc/E3/1a	Use stress, intonation and pronunciation to be understood and to make meaning clear	Sc/L1/1a	Use stress and intonation, so that meaning is clearly understood
Sc/E3/1b	Articulate the sounds of English to make meaning clear	Sc/L1/1b	Articulate the sounds of English in connected speech
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions – recognise when an explanation or instruction is required, and be able to respond with appropriate register – give minimal or longer responses, with grammatical accuracy
Rw/E3/1a	Recognise and understand relevant specialist key words	Rw/L1/5b	Use reference material to find information – be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
Rw/E3/3a	Use a dictionary to find the meaning of unfamiliar words	Rw/L1/1a	Use reference material to find the meaning of unfamiliar words
Wt/E3/1a	Recognise the process of planning and drafting when writing certain types of texts	Wt/L1/1a	Apply appropriate planning strategies – plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing
Wt/E3/1b	Make notes as part of the planning process	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof-read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ws/E3/2a	Use basic sentence grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose

UNIT SPECIFICATIONS

Unit Title: Rights and Responsibilities of Citizenship for English Language Learners
Unit Reference Number: Y/618/1734

Credit Value of Unit: 4   **GLH of Unit:** 40   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about human rights	1.1 List basic human rights
2. Know about the importance of the law for society	2.1 Give a reason why society needs rules
	2.2 Give an example of a rule that applies to them
	2.3 State how it is enforced
3. Know about the electoral process	3.1 Identify who cannot vote in a general election
	3.2 Give an example of an elected representative
	3.3 State how to vote for an elected representative
4. Know about rights and responsibilities	4.1 Give an example of rights as a: a) consumer b) member of a community
	4.2 State a way in which each of the above rights is protected
	4.3 Give an example of responsibilities as a: a) consumer b) member of a community
5. Understand own responsibilities as a citizen	5.1 Describe own personal responsibilities
	5.2 Describe personal responsibilities for others
	5.3 Identify own responsibilities in a given situation
	5.4 State who could help if they have problems with their responsibilities

Indicative Content
Language work/classwork could include: ▪ Reading texts/video clips on human rights   ▪ Reading texts/video clips on the electoral process   ▪ Research rights and responsibilities as a consumer and in the community   ▪ List things that show taking responsibility in a community – obeying rules, picking up litter, looking after the environment   ▪ Make a list of activities you could do to make a positive contribution to your community   ▪ List advice services that are available locally and who provides them   ▪ Respond to case studies/scenarios to show how you use your personal responsibilities   ▪ Subject specific language   ▪ Modal verbs of obligation and advice   Communicative Functions   ▪ Describe self/others   ▪ Express obligation   ▪ Express view and opinions   ▪ Explain and give reasons   ▪ Ask for advice and suggestions   ▪ Respond to advice   ▪ Respond to suggestions

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sd/E3/1e	Make suggestions/give advice	Sd/L1/2b	Give advice, persuade, warn, etc
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions – recognise when an explanation or instruction is required, and be able to respond with appropriate register – give minimal or longer responses, with grammatical accuracy
Rw/E3/1a	Recognise and understand relevant specialist key words	Rw/L1/5b	Use reference material to find information – be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
Rw/E3/3a	Use a dictionary to find the meaning of unfamiliar words	Rw/L1/1a	Use reference material to find the meaning of unfamiliar words
Rt/E3/4a	Extract the main point and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Rt/E3/7a	Scan different parts of texts to locate information	Rt/L1/5a	Use skimming, scanning and detailed reading in different ways for different purposes
Rt/E3/8a	Read every word to obtain specific information	Rt/L1/5b	Use reference material to find information
Lr/E3/2a	Listen for detail in narratives and explanations	Lr/E3/2a	Listen for and understand explanations, instructions and narratives on different topics in a range of contexts

UNIT SPECIFICATIONS

Unit Title: The Local Community for English Language Learners
Unit Reference Number: D/618/1735

Credit Value of Unit: 1   **GLH of Unit:** 10   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
3. Know that there are a variety of groups of people within the local community	1.1 Identify groups of people in the local community
	1.2 State a common characteristic of each group
4. Know about the importance of active participation in the local community	2.1 State an organisation, club or activity he/she has been involved with in the local community
	2.2 Outline why it is important to take an active part in the local community
	2.3 State what they enjoyed about taking an active part in the local community
3. Know what groups are available in the local community	3.1 Present information about groups in the local community
	3.2 Present the benefits of participating in a group in the local community
	3.3 Suggest at least one new activity that would benefit the local community

Indicative Content
Language work/classwork could include: ▪ Giving factual accounts ▪ Expressing views and opinions ▪ Explaining and giving reasons ▪ Expressing feelings and likes with reasons ▪ Adjectives ▪ Visit to library/Citizens' Advice/Council Offices to obtain information ▪ Research on the Internet ▪ Make a leaflet ▪ Make a presentation ▪ Make a poster ▪ Conditionals (If you went to…, you would…) ▪ Compound sentences Communicative Functions ▪ Express opinions about future possibilities ▪ Express feelings, likes and dislikes, with reasons, cause and effect ▪ Express views and opinions ▪ Make suggestions and give advice ▪ Praise and compliment others Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 11).

Adult ESOL Core Curriculum References and Progression

This section allows centres to track learners' progression against Adult ESOL core curriculum guidance.

Entry 3		Progression to Level 1	
Sc/E3/4a	Express clearly statements of fact	Sc/L1/3a	Express statements of fact – form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses – use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level – make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible
Sd/E3/1c	Express feelings, likes and dislikes	Sd/L1/1c	Express likes, dislikes, feelings, hopes, etc.
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sd/E3/1e	Make suggestions/give advice	Sd/L1/2b	Give advice, persuade, warn, etc
Sc/E3/4d	Give an explanation	Sc/L1/3d	Give explanations and instructions – recognise when an explanation or instruction is required, and be able to respond with appropriate register – give minimal or longer responses, with grammatical accuracy
Rt/E3/4a	Extract the main point and ideas, and predict words from context	Rt/L1/3a	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
Rt/E3/7a	Scan different parts of texts to locate information	Rt/L1/5a	Use skimming, scanning and detailed reading in different ways for different purposes
Rt/E3/8a	Read every word to obtain specific information	Rt/L1/5b	Use reference material to find information

UNIT SPECIFICATIONS

Unit Title: Volunteering for English Language Learners
Unit Reference Number: H/618/1736

Credit Value of Unit: 2   **GLH of Unit:** 20   **Level of Unit:** Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what voluntary organisations are	1.1 Outline what a voluntary organisation is
	1.2 Identify three voluntary organisations
	1.3 State the main aim of each organisation
2. Understand the role of a volunteer in an organisation	2.1 State three roles of volunteers in a specific organisation
3. Know how to identify current voluntary positions available	3.1 Identify three voluntary organisations operating in the local community
	3.2 Identify a way of finding out any current volunteering opportunities
4. Know how to identify the steps/processes necessary to become a volunteer	4.1 Identify three personal actions necessary to become a volunteer
5. Understand how to apply for a voluntary position	5.1 Contribute to an action plan to obtain a specific volunteer role
	5.2 Identify a way of applying for a voluntary position
	5.3 Contribute to a letter of application for a specific voluntary position or a speculative letter to a voluntary organisation
6. Know the benefits of being a volunteer	6.1 List the benefits to yourself of becoming a volunteer
	6.2 List the benefits to others of you becoming a volunteer

Indicative Content
Language work/classwork could include: ▪   Reading texts on voluntary work ▪   Looking at local newspaper for voluntary work ▪   Looking at websites for voluntary work ▪   Completing an action plan using a template ▪   Formal letter writing Communicative Functions ▪   Express opinions about future possibilities ▪   Express views and opinions ▪   Confirm information ▪   Ask for advice and suggestions ▪   Respond to suggestions ▪   Respond to advice ▪   Make suggestions and give advice Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 11).

Entry 3		Progression to Level 1	
Sd/E3/1d	Express views and opinions	Sd/L1/2a	Express views and opinions - be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion
Sd/E3/1e	Make suggestions/give advice	Sd/L1/2b	Give advice, persuade, warn, etc
Rw/E3/1a	Recognise and understand relevant specialist key words	Rw/L1/5b	Use reference material to find information – be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
Rw/E3/3a	Use a dictionary to find the meaning of unfamiliar words	Rw/L1/1a	Use reference material to find the meaning of unfamiliar words
Rt/E3/7a	Scan different parts of texts to locate information	Rt/L1/5a	Use skimming, scanning and detailed reading in different ways for different purposes
Rt/E3/8a	Read every word to obtain specific information	Rt/L1/5b	Use reference material to find information
Wt/E3/1a	Recognise the process of planning and drafting when writing certain types of text	Wt/L1/1a	Apply appropriate planning strategies
Wt/E3/4a	Proof-read to check for content and expression, on paper and on screen	Wt/L1/7a	Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
Ws/E3/2a	Use basic grammar accurately	Ws/L1/2a	Use sentence grammar accurately to achieve purpose

Summary Record of Achievement

Ascentis Entry Level Award in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification 6

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) _____

APPENDIX 1

Summary Record of Achievement

Ascentis Entry Level Certificate in Employment, Digital and Community Engagement Skills for English Language Learners (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification 13

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 Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

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 _____

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

- Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 7)

- Skills for Life Materials for Embedded Learning could be used as a source of learning materials (https://esol.excellencegateway.org.uk/vocational-and-embedded-learning)

- Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 4)

- Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 10)

- Citizenship materials for ESOL Learners could be used as a source of learning materials (unit 11)