

Certificate in ESOL Skills for Life (3692)

Centre Handbook



www.city-and-guilds.co.uk
September 2004

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

The City & Guilds Group includes City & Guilds Pitman Qualifications, specialising in IT, office-based qualifications and English as a second language awards, and ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services. Land based qualifications are offered through NPTC, also part of the City & Guilds Group. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

General information about City & Guilds is available on our website www.city-and-guilds.co.uk or from our Customer Relations team at the address below or by phoning 020 7294 2800 or e-mailing enquiry@city-and-guilds.co.uk

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement 'Access to assessment' is available on our website or from the Customer Relations team.

City & Guilds publications are available from our Publication Sales department at the address below or by phoning 020 7294 2850 or faxing 020 7294 3387

First published 2004

©2004 The City and Guilds of London Institute All rights reserved.

City & Guilds is a trademark of the City and Guilds of London Institute.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds
1 Giltspur Street
London, EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.city-and-guilds.co.uk

Contents

Introduction	3
The development of the National ESOL (Adult Literacy) standards	4
The development of the ESOL curriculum	5
The award	6
Opportunities for progression and entry requirements	7
Guided learning hours	7
Key Skills signposting	8
Assessment - Overview	9
Assessment - Entry level	11
Assessment - Levels 1 and 2	14
Candidates with particular requirements	17
Quality assurance	18
Preparing for assessment	23
Preparing for external verification	26
Administrative arrangements for certification	28
ESOL standards and assessment criteria for Entry 1 to Entry 3	30
ESOL assessment criteria for Level 1	35
ESOL assessment criteria for Level 2	38
City & Guilds ESOL Skills for Life standards cross-referenced to the ESOL	
Core Curriculum	41
Sources of information	45
Contacts	47

Introduction

The City and Guilds Scheme 3692 Certificate in ESOL Skills for Life contributes to the Government's Skills for Life initiative by providing assessment of ESOL which is designed around the standards for adult literacy and the *ESOL Core curriculum*. It is designed to cover the standards and curriculum with sufficient range, breadth and depth to reflect properly the use of the English language in real world situations, appropriate to the needs of the client groups and the NQF level in question. The target users for these qualifications are as follows:

- (i) Settled communities, including communities from the Asian sub-continent and Hong Kong. Some would-be learners work long and irregular hours and therefore cannot attend classes regularly.
- (ii) Refugees in the categories of:
 - asylum seekers, most of whom are very keen to learn despite the challenges of resettlement and the trauma from their recent experiences
 - settled refugees, many of whom have had professional jobs in the past, though some may have suffered a disrupted education due to war and unrest
- (iii) Migrant workers who work or settle in the UK for most of their lives
- (iv) Partners and spouses of learners from all parts of the world who may have been settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from attending EFL courses
- (v) Full or part-time post-16 learners who have had part of their school education in Britain, but who want to continue studying English language to support their employment or higher education aims.

These varied groups have different language needs arising from their diverse language, educational and professional/employment backgrounds. Some learners may have no previous education or employment, or they might be highly educated professionals or have the ability to speak several languages.

These qualifications have a focus on applying language skills in everyday UK situations, emphasising practical application of skills needed to succeed in everyday life and study in the UK.

The qualifications offer easy access and progression to potential learners. The assessment of these qualifications is primarily through integrated assignments at Entry 1, Entry 2 and Entry 3, which combine modes of language as they are in real life. Levels 1 and 2 are assessed by the National Adult Literacy test and a portfolio of evidence. All assessments also allow for separate assessment and certification by individual mode, thereby allowing learners to progress at their own speed and ability.

The development of the National ESOL (Adult Literacy) standards

The report of Sir Claus Moser's Working Group, *A Fresh Start – Improving Literacy and Adult Numeracy* (DfEE, 1999), made very clear the extent of the basic skills problem among the adult population. Following this, a national strategy to tackle the literacy needs of adults was launched by the government in the autumn of 2000.

The report's recommendations set out the measures needed to strengthen basic skills programmes to ensure that adult learners are given quality opportunities to improve their literacy. The cornerstone of the strategy was a clear and coherent framework of national standards for literacy. ESOL learners use the standards for Adult Literacy within the framework of ESOL teaching.

The strategy includes

- national standards of adult literacy and adult numeracy to ensure consistency
- a core curriculum to clarify what teachers should teach to enable learners to reach those standards
- a new system of qualifications to measure achievement against the standards
- improved quality and diversity of learning opportunities to meet the needs of a wide range of learners
- developing national tests for literacy and numeracy
- introducing new qualifications for teachers of literacy and ESOL

The standards provide a map of the range of skills and capabilities that adults are expected to need in order to function and progress at work and in society. Sets of standards have been produced for the skills of Literacy, Numeracy and ESOL. Each set of standards consists of a framework which presents each mode at Entry Level, Level 1 and Level 2. The ESOL Core Curriculum sets out the following modes and sub-skills:

Speaking Speak to communicate
 Engage in discussion

Listening Listen and respond

Reading Text focus: reading comprehension
 Sentence focus: grammar and punctuation
 Word focus: vocabulary, word recognition and phonics

Writing Text focus: writing composition
 Sentence focus: grammar and punctuation
 Word focus: vocabulary, spelling and handwriting

The development of the ESOL curriculum

Separate curricula have been developed and published by the Basic Skills Agency, for literacy, for numeracy and for ESOL.

The core curricula are central to the national strategy. The ESOL curriculum sets out the entitlement to learning for all adults whose first language is not English and who have difficulties with literacy in English. It describes the content of what should be taught in ESOL programmes in: further and adult education; the workplace and programmes for the unemployed; prisons; community-based and family literacy (ESOL) programmes.

It assists teachers to meet the individual needs of adults through the selection and teaching of skills appropriate to those adults' needs, together with the knowledge and understanding that underpin those skills, and is supported by sample strategies to develop them. The ESOL Curriculum represents a set of guidelines for ESOL staff to use in the development of programmes, approaches and materials that are designed to raise the level of skills, knowledge and capability in their learners. It will also help staff chart progress and set targets. The City and Guilds 3692 scheme embodies the National Adult Literacy standards which are designed in part for use by those responsible for supporting ESOL learners. The scheme dovetails into the Basic Skills for Life strategies by fulfilling government targets at Level 2 and by meeting National targets at Entry 3 – Level 2.

The Award

3692 Certificate in ESOL Skills for Life

Entry 1 Certificate in ESOL Skills for Life

001 Entry 1 Speaking and listening
002 Entry 1 Writing
003 Entry 1 Reading

Entry 2 Certificate in ESOL Skills for Life

101 Entry 2 Speaking and listening
102 Entry 2 Writing
103 Entry 2 Reading

Entry 3 Certificate in ESOL Skills for Life

201 Entry 3 Speaking and listening
202 Entry 3 Writing
203 Entry 3 Reading

Level 1 Certificate in ESOL Skills for Life

301 Level 1 Speaking and listening
302 Level 1 Writing
D303 Level 1 Reading

Level 2 Certificate in ESOL Skills for Life

401 Level 2 Speaking and listening
402 Level 2 Writing
D403 Level 2 Reading

The certificates

Completion of a City and Guilds 3692 Award leads to certificates with the following titles.

- For **Entry Level ESOL**, the certificate titles are:
 - Entry Level 1 Certificate in ESOL Skills for Life
 - Entry Level 2 Certificate in ESOL Skills for Life
 - Entry Level 3 Certificate in ESOL Skills for Life.
- For **Levels 1 and 2 ESOL**, the certificate titles are:
 - Level 1 Certificate in ESOL Skills for Life
 - Level 2 Certificate in ESOL Skills for Life.

Opportunities for progression and entry requirements

The City and Guilds 3692 scheme at Entry Level provides a base for progression onto Levels 1 and 2 of ESOL or of adult literacy, and the key skill in communication.

At Levels 1 and 2, it provides progression to Levels 2 and above of Key Skills. In order that users can see how the City & Guilds ESOL Skills for Life qualifications relate to key skills communications the specification indicates the overlaps, distinctiveness and progression opportunities between ESOL qualifications and key skills communication.

It is recommended that candidates have a prior language knowledge and attainment at the NQF level below. For Entry 1, prior English language knowledge or experience is not required.

Guided learning hours

The notional guided learning hours for an average learner following a City & Guilds ESOL Skills for Life qualification are estimated to be a minimum of 100 hours per language mode per level. This is a notional figure for the basis of calculating the substance of whole qualifications based on the adult literacy and ESOL curriculum. It does not imply that the language modes are taught or learnt separately.

Spiritual, moral, ethical, social and cultural issues; awareness of environmental issues, and health and safety considerations; European developments, consistent with relevant international agreements

The study of English language offers ample opportunities to address any or all of these issues through choice of contexts, topics and texts.

Restrictions on multiple entry of candidates - within or across qualifications - as a consequence of overlap or other specified reason

Candidates should not be registered with another Awarding Body for a qualification at the same level with the same title.

Key Skills signposting

The Levels 1 and 2, 3692 Certificate in ESOL Skills for Life, may provide opportunities to gather evidence if working towards any of the following key skills.

Unit	Key skill	Level and Component
301 Level 1 Speaking and listening	Communication	C1.1
	Improving own learning and performance	LP1.1, LP1.2, LP1.3
	Working with others	WO1.1, WO1.2, WO1.3
D303 Level 1 Reading	Communication	C1.2
	Improving own learning and performance	LP1.1, LP1.2, LP1.3
302 Level 1 Writing	Communication	C1.3
	Improving own learning and performance	LP1.1, LP1.2, LP1.3
401 Level 2 Speaking and listening	Communication	C2.1a, C2.1b
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
	Working with others	WO2.2
D403 Level 2 Reading	Communication	C2.2
	Improving own learning and performance	LP2.1, LP2.2, LP2.3
402 Level 2 Writing	Communication	C2.3
	Improving own learning and performance	LP2.1, LP2.2, LP2.3

Assessment

Overview

Each unit is assessed and certificated separately. The unitised structure enables candidates to build up achievement in different modes at different times [and different levels] to achieve the overall qualification.

Award	Mandatory /Optional	Assessment
Entry 1 Certificate in ESOL Skills for Life		
Entry 1 Speaking and listening	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 1 Reading	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 1 Writing	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 2 Certificate in ESOL Skills for Life		
Entry 2 Speaking and listening	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 2 Reading	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 2 Writing	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 3 Certificate in ESOL Skills for Life		
Entry 3 Speaking and listening	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 3 Reading	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Entry 3 Writing	Mandatory	Externally set assignment that is internally marked, internally verified and externally verified
Level 1 Certificate in ESOL Skills for Life		
Level 1 Speaking and listening	Mandatory	Externally set generic tasks and mark schemes, internally marked, internally verified, and externally verified
Level 1 Reading	Mandatory	Externally set, externally marked multiple choice test
Level 1 Writing	Mandatory	Externally set generic tasks and mark schemes, internally marked, internally verified, and externally verified
Level 2 Certificate in ESOL Skills for Life		
Level 2 Speaking and listening	Mandatory	Externally set generic tasks and mark schemes, internally marked, internally verified, and externally verified

Level 2 Reading	Mandatory	Externally set, externally marked multiple choice test
Level 2 Writing	Mandatory	Externally set generic tasks and mark schemes, internally marked, internally verified, and externally verified

Each unit is mandatory for each level. To achieve a certificate at each level a candidate must complete all three mandatory units. Candidates can achieve at different levels but the certificate will be at the lowest level of achievement.

For qualifications at Entry 1 to Level 2 the principles for awarding and reporting on achievement in unitised ESOL qualifications are as follows:

- i the award of a qualification must require completion of all the prescribed units for all the modes in the qualification
- ii in qualifications covering more than one mode, candidates will be able to be assessed in and have their achievement recorded at different levels in different modes, if desired
- iii in qualifications covering more than one mode the overall qualification will
 - a be awarded at the level of the lowest mode
 - b indicate on the certificate the level achieved in each mode as well as the overall level
- iv qualifications may be awarded at all levels from Entry 1 to Level 2. Units will be at pass or fail only.

Achievement of individual units will be communicated to candidates by a Certificate of Unit Credit, which will clearly indicate that it is for a unit contributing to a qualification, not for a whole qualification. A qualification certificate will only be used for achievement of a whole qualification.

When candidates take the activities in one mode at a higher level than the others and are successful, they will obtain the qualification at the level of the lowest mode. They can then carry forward the unit/s achieved at the higher level until such point as they are ready to be assessed in that level's remaining unit/s. They can then receive the full qualification at the higher level. This caters for the different levels, amongst individual learners, of performance in the three modes.

Candidates must be registered for the level of the award at which they will be seeking certification.

Details of how candidates can build up achievement in different modes at different times (and different levels) to achieve the overall qualification is listed below.

3692 ESOL Skills for Life – Entry Level 1 (001-003)		
Speaking and Listening	Writing	Reading
001	002	003
001	002	103
001	002	203
001	102	003
001	102	103
001	102	203
101	002	003
101	102	003
101	102	003
101	002	103
101	002	203
201	002	003
201	102	003
201	202	003
201	002	103
201	002	203

3692 ESOL Skills for Life – Entry Level 2 (101-103)		
Speaking and Listening	Writing	Reading
101	102	103
101	102	203
101	202	103
101	202	203
201	102	103
201	202	103
201	102	203

3692 ESOL Skills for Life – Entry Level 3 (201- 203)		
Speaking and Listening	Writing	Reading
201	202	203

3692 ESOL Skills for Life – Level 1 (301- 302 and one of 303 or 501 or 983)				
Speaking and Listening	Writing	Reading	Reading (proxy)	Reading (online)
301	302	303	501	983
301	402	303	501	983
301	302	403	502	984
301	402	403	502	984
401	302	303	501	983
401	402	303	501	983

3692 ESOL Skills for Life – Level 2 (401- 402 and one of D403 or 502 or 984)				
Speaking and Listening	Writing	Reading	Reading (proxy)	Reading (online)
401	402	403	502	984

Entry Level

All of the ESOL standards are assessed through a single assignment at each level. These assignments are set by City & Guilds, marked by the centre according to externally set marking criteria, internally verified and quality assured by the centre and monitored by City & Guilds' external verification system to ensure that national standards are maintained.

The assignment should not be attempted until the assessor is confident that the candidate has all of the underpinning skills necessary for success.

Where a candidate has not correctly completed one of the assignments on the first presentation, the tutor is able to give feedback and further tutoring if required, then offer one of the **remaining** assignments. (**A candidate may not submit the same assignment more than once**). On satisfactory completion of one assignment, the candidate will have covered 100% of the ESOL standards and all of the evidence necessary for certification.

Assignments for Entry Level

The external assessments for 3692 ESOL Skills for Life are provided to each approved centre on CD-ROM. They are live assessment materials and access to them **must** be controlled by the centre's internal verifier or scheme co-ordinator.

There will be a choice of assignment for each award.

Assignments are built around themes. Each assignment is set in a real or realistic situation, and takes candidates through a series of related and usually sequential activities which together assess the standards at that level, drawing context from the Curriculum. Each assignment is also capable of leading to individual unit certification.

The assignments will not all be suitable for every ESOL candidate. The range of assignments is designed to recognise the diversity of ESOL candidates and to ensure that there are some assignments that would be suitable for each candidate. The candidate groups targeted are those identified in the ESOL Core Curriculum pp3-4:

- 1 Settled communities
- 2 Refugees
 - a asylum seekers
 - b settled refugees
- 3 Migrant workers
- 4 Partners and spouses of learners settled for a number of years

Centre staff will have the responsibility of deciding which assignments to offer to each candidate.

Administration of the assignment

Security

The assignments are test material and must be held securely prior to use. The candidate must not at any time remove assignment papers from the centre, even after completion.

Supervised conditions

The assignment **must** be carried out under supervised conditions. The conditions provided must enable the candidate to undertake the assignment with the minimum of disruption during the session and not disadvantage the candidate in achieving a successful outcome. Assessors should introduce the assignment to the candidates and explain that they need to ask for help from the tutor/assessor when they see the symbol.

The assignment must be assessed by the centre according to the set marking criteria for each assignment. This is provided by City & Guilds in the *Assignment Assessment Pack*.

Time

There is an overall time limit for the assignment: 2½ hours at Entry 1; 3¼ hours at Entry 2; 5¼ hours at Entry 3. Each activity has a time guide for candidates so they do not spend too long on any one activity and there is time allowed at the end for checking. The activities should normally be completed in order and an activity should normally be completed in a single session. If not completed in a single session, the assignment should be completed over consecutive sessions. If the assignment is completed over more than one session, the date each activity is completed should be entered on the candidate's work by the assessor.

Preparation

In preparation for the assignment, candidates should have been given practice in reading a range of materials appropriate to the level, such as letters, newspaper articles, advertisements, posters, leaflets, recipes, dictionaries, maps and other images. They should have had practice in completing forms and writing in a range of formats, including letters (if appropriate). They should also have had practice in listening to broadcasts and taking part in discussions with one or more people, including asking questions to find out specific information. Candidates should have access to a dictionary. They may use any dictionary (or bi-lingual dictionary) without asking.

For the listening activity, a tape recorder and a pre-recorded message using the transcript given in the Assignment Assessment Pack should be provided for the candidate(s). Although the centre is responsible for recording the message, the voice on the tape should **not** be that of the candidate's tutor.

The candidate may listen to the tape up to three times, but must not pause the tape.

The tape must be made available to the external verifier at verification.

Before the candidate starts, the assessor should introduce the assignment. The following is a suggested wording:

In this assignment, you will have seven/eight activities to do that are related to the topic you/we have chosen. You will have to read information and listen to recorded information. You will have to have a discussion. You will have to answer questions, read notes, fill in a form and do a piece of writing. You do not need to read through the whole assignment now, but you should read through each activity before you start it.

You will need to do most of the assignment on your own except for when you have to talk to people; but you can have help in using the cassette player. If you need any other help then ask me; I will tell you if I am allowed to help you. You may use a dictionary without asking.

You do not have to finish all the activities today. If you want to stop at the end of any activity, ask me. When you have finished your work, check it carefully and then hand it in to me.

The assessor may also introduce each activity immediately before the candidate completes it. Instructions to the candidate can be explained as long as the requirements in the Help allowed section are observed.

Help allowed

Candidates can only have help with the aspects that are not being assessed, though assessors may sometimes need to manipulate, for example, discussions to allow candidates to demonstrate their skills.

In the reading activities, candidates must not be given help in reading or understanding the text. They may be given help with reading or understanding the instructions for the activity or the questions.

In the listening activity, candidates must not be given help in understanding the recorded information; they must not be given a transcript of the recording. Candidates may listen to the complete message up to three times but must not pause the tape.

The information candidates give should be recorded onto tape and made available to the internal verifier and the external verifier. Assessors may operate the equipment.

In the speaking and listening activities, assessors should speak only as much as necessary to enable candidates to meet the standards. Suggestions on prompts that are allowed are given in the *Assessment Pack* for the assignment.

In activities with a form, candidates must not be given any help in reading or understanding the form or completing the form.

In the writing activities, candidates must not be given help with writing drafts or their final work. Assessors may discuss content or refer the candidate to a dictionary **if asked** for spellings.

At Entry 1, the use of a dictionary is not required. Assessors may give help with spelling at Entry 1, if **asked**, as long as candidates do not ask for the spelling of most words, which would indicate that the candidate was not ready for assessment. Any help given with spelling must be clearly recorded by assessors on the candidates' work and assessment records.

Assessors must not check candidates' work for them or point out errors. Assessors must not discuss or advise on the layout of writing.

Assessors may help candidates in any activity that is not being assessed. Where writing is not being assessed, the activity can be done verbally and recorded by the assessor **as long as this is clearly indicated on the work**.

Assessment Levels 1 and 2

Written tests as assessment of units on Reading at Levels 1 and 2

Nationally set multiple-choice tests are provided for assessment of Reading at Levels 1 and 2 in ESOL Skills for Life. A pass grade provides **100%** of the evidence required for certification of the Reading mode.

To achieve the full certificate, candidates will also need to meet the assessment requirements for the units on Writing and Speaking and Listening.

Tests should not be attempted until assessors are confident that candidates have all of the underpinning skills necessary for success. There is no limit on the number of times candidates can take a test. The test is graded as pass/fail.

Tests are timetabled for one hour and consist of 40 multiple-choice items. They are available in both paper and on-line forms. Full details of procedures, together with dates and times of written tests can be found in the *Directory of General/Vocational Awards* published annually by City and Guilds. This information also appears on City and Guilds' website <http://www.city-and-guilds.co.uk>. Centre staff involved in the conduct of any test must be familiar with the requirements laid out in the *City and Guilds Directory of General/Vocational Awards*.

Proxy exemption

Candidates can claim exemption from the Reading mode at Level 1 and Level 2 of the Certificate in ESOL Skills for Life when able to provide proof of having achieved a pass in the National Test in Adult Literacy. A pass in the National Test in Adult Literacy at Level 1 will exempt candidates from the Reading mode at Level 1 in the Certificate in ESOL Skills for Life. A pass in the National Test in Adult Literacy at Level 2 will exempt candidates from the Reading mode at Level 2 in the Certificate in ESOL Skills for Life.

Checking entitlement

Internal verifiers (working closely with the ESOL Skills for Life co-ordinator) must take responsibility for checking the validity of **every** single proposed proxy claim. Procedural arrangements are as follows:

- the proxy exemption must be evidenced by a certificate or results slip from the issuing awarding body. The original document **must** be seen by an internal verifier; a copy of this should then be taken, signed, and placed in the front of the candidate's portfolio.
- the ESOL Skills for Life co-ordinator must also keep an up-to-date record of all candidates in the centre seeking proxy exemption as well as a sample of signed certificate copies. These will be checked by the external verifier at the next visit.
- the relevant proxy component should be claimed as a Results Submission

Portfolio assessment of Speaking and Listening and Writing at Levels 1 and 2

The portfolio is the term given to the collection of evidence which meets the requirements laid down in the specifications. For Levels 1 and 2 Speaking and Listening units and Writing units, all assessment criteria **MUST** be assessed through the portfolio. Evidence is not required in a pre-set format though the types of evidence are specified. Any suitable context may be used to gather the appropriate evidence.

Speaking and Listening assessment at Levels 1 and 2

At Levels 1 and 2, candidates must be assessed taking part in a discussion, explanation or presentation on three occasions in different contexts. These should include formal exchanges connected with education, training, work or social roles. At least one of the occasions must be on the telephone. For further guidance of Speaking and listening criteria, such as duration of assessment, please refer to the appropriate *City & Guilds Assessment Pack*.

In some exchanges it is possible that not all of the national standards will be relevant. This is acceptable as long as each exchange is fit for its purpose and all of the standards are met across the three occasions.

At Level 1 the three occasions must be

- **a small group discussion (2-4 others)**, for example about the previous night's news. The discussion should last for 10-15 minutes.
- **an explanation to a small group of people (2 or more)**, for example about how to make a country's national dish. The explanation should last for 5-10 minutes.
- **a telephone call** in a familiar or unfamiliar situation, for example to a child's school to explain that he is ill and will not be in school for a few days. The call should last for 2-3 minutes.

At Level 2 the three occasions must be

- **a group discussion (3-5 others)** on a complex issue, for example about a television documentary on the National Health Service. The discussion should last for 15 – 20 minutes.
- **giving a formal report or presentation to a group (3 or more people)**, for example a report about an accident (10-15 minutes).
- **a formal telephone call**, for example to the manager of a shop to complain about a delivery not arriving (3-5 minutes).

In order that the communication can achieve its purpose, candidates need to be aware of both the purpose and the intended audience. Assessors must ensure that candidates understand this as well as the criteria on which they will be assessed before they begin. Guidelines are given for the length of each occasion, though the overriding factor must be fitness for purpose. The larger the group in the discussion, the longer the discussion will need to be for candidates to demonstrate their skills.

If more than one of the participants are being assessed, each must be assessed individually on their own performance and not on that of the group. In some instances, one candidate taking part in a discussion will be successful in achieving the requirements whilst another will not.

For each assessment, assessors will be required to write a report on candidates' performance. Proformas are provided for this. In addition, assessors may tape the assessment, but a detailed report will still be required. Where candidates prepare notes for the exchange, for example as part of a presentation, these should be kept with the assessor's observation report for verification.

Writing assessment at Levels 1 and 2

At Levels 1 and 2, candidates must produce three pieces of writing of different types. Written evidence must be hand written by the candidates.

In some pieces of writing it is possible that not all of the national standards will be relevant. This is acceptable as long as each document is fit for its purpose and all of the standards are met across the three pieces.

At Level 1 the three pieces of writing must be

- **a piece of personal writing (approximately 300-500 words)**, for example an autobiographical piece about first impressions of life in Britain, an account of the life of a person they admire or a story set in their home town
- **a short report or article (of approximately 250-400 words)**, for example a report of an accident for an insurance claim or an article for a community magazine
- **a formal letter (with body of approximately 250 words)** - for example a letter to the council about the need for improvements in local public transport or a letter of complaint to a shop/trader about a poor service

Guidelines are given for the length of each piece, though the overriding factor must be fitness for purpose. The report may be structured into sections with headings or may just be written in paragraphs, depending on the type of report chosen. The letter must follow all the conventions for a formal letter, including a consistent layout.

At Level 2 the three pieces of writing must be

- **a review** of a book, film or radio programme suitable for a local newspaper
- **a formal report**, for example to support an application for a grant for a community project
- **a formal letter**, for example to a solicitor about buying a house or to a school appealing a decision not to accept a child.

It is not possible to predetermine how long the writing should be as it must be fit for its purpose and candidates are expected to decide on the level of detail to include, however at Level 2 the writing will be complex and therefore it is expected that each piece will need to be in excess of 300 words. One piece of writing must be an extended piece of at least 500 words.

In order that the writing can achieve its purpose, candidates need to be aware of both the purpose and the intended audience. Assessors must ensure that candidates understand this as well as the criteria on which they will be assessed before they begin.

For each document, assessors will be required to complete an assessment record. Proformas are provided for this. In addition, candidates must submit all rough drafts and final documents for verification.

Assessment administration

Completed assignments must be assessed by the centre and decisions entered on the relevant recording documentation.

An assessment form for recording performance in Speaking and listening must be completed; forms are provided in each Assignment Assessment Pack. It is important that this form is completed as fully as possible, giving information about the content of the discussion and about how the candidate met the assessment criteria. It is **not** acceptable to just tick the assessment criteria and sign the record.

A Summary Assessment Record must be completed for each candidate. This is provided in the Assignment Assessment Pack.

Internal verification must be carried out according to City & Guilds requirements and the centre's quality assurance systems. This should cover the assignments and all assessment documentation.

All candidate evidence, assessment documentation, tapes and internal verification records must be retained and made available to the City & Guilds external verifier.

Authenticity of evidence

It is the responsibility of assessors within a centre to check that the evidence produced by candidates is **authentic**. In some cases, this will be very straightforward. Assessors may have observed the activity being undertaken by the candidate and be in no doubt that it was that candidate's work. If, however, some of the Level 1 or Level 2 preparatory work was done at home, or while out of the centre, further checks may be necessary, such as questioning the candidate. Experienced assessors will be used to this procedure in their normal working but, when assessing the ESOL Skills for Life, they will need to make a record of how they have satisfied themselves of authenticity. Very often, assessors will be able to be satisfied by asking a few questions related to the work in hand. These questions will also reinforce the learning that has taken place and allow assessors to decide whether further evidence is required.

If the activity was carried out in the presence of a third party, that person's views can be sought. This evidence is known as **witness testimony**. Care must be taken, however, to ensure that these witnesses are not being asked to make assessment decisions beyond the scope of their competence. Witnesses cannot be expected to judge candidates' skills against the detailed requirements of the Adult Literacy standards and ESOL core curriculum – it is the responsibility of assessors to do that. A checklist provided by assessors to the third party in advance may assist this process. This checklist must relate directly to the criteria being assessed.

While comments from fellow candidates may be helpful in contributing towards the evidence, assessors have to interpret these comments and make sure that the final judgements are based on the application of the assessment criteria of the scheme.

Candidate independence

Candidates may be given help and practice in drafting and correcting underpinning work: that is part of teaching; but for assessment purposes they must meet the performance criteria independently to be credited with success.

Validity of evidence

Evidence is valid when it relates to what is to be assessed. Validity is, therefore, very closely related to assessment planning. An activity should be planned which will allow the assessment criteria to be met. A single form of evidence may often need to be supplemented. After assessing a candidate by direct observation, an assessor may supplement this evidence by asking questions. On other occasions, a few written notes by the candidate of the processes that have been followed will show whether the evidence is valid.

Where oral questioning occurs, the assessor **must provide a record for the candidate's portfolio** of the questions asked and the responses given.

Sufficiency of evidence

When a portfolio of evidence is being assessed, the assessor has to judge when sufficient evidence has been accumulated to show that the assessment requirements have been met. Meeting **all** the portfolio assessment criteria is necessary.

Candidate support

Assessors may assist candidates in understanding the nature of the tasks. This support must not be confused with assistance in meeting the criteria: as explained above candidates must meet the criteria independently.

Certificate in ESOL Skills for Life in the Welsh Language

Provision may be made for Certificate in ESOL Skills for Life administrative materials to be offered in Welsh, but assessment materials will not be provided in the Welsh Language, as the qualification is an assessment of English.

Candidates with particular assessment requirements

Candidates are only eligible for certification where they are able independently to demonstrate the skills required by the ESOL standards. It is therefore extremely important to carry out proper initial assessment of candidates at the beginning of their programme to determine appropriate target award(s). Notwithstanding the above, candidates who have hearing, sight or speech impairments or who have specific learning difficulties may need special arrangements (eg the use of a communicator or scribe, electronic aids or special equipment) to complete the activities or tasks. These arrangements must reflect:

- a the candidate's normal way of working
- b support to which the candidate is entitled and which is routinely available.

For the Entry Level awards, the needs of any candidate expected to require arrangements not covered by the 'Help Allowed' section must be discussed and agreed with the internal and external verifier **well in advance** of any formal assessment taking place. The external verifier would need to be satisfied that any special arrangements do not compromise the principle of independent achievement of the assessment criteria. In some circumstances, special arrangements may require the assignment to be presented to the candidate in a particular way (eg enlarged print or Braille). Where this is necessary, requests should be made to:

Coordinated Assessment Services
City & Guilds
1 Giltspur Street
London
EC1A 9DD.

Furthermore, general guidance on arrangements for candidates with particular requirements (especially with regard to externally marked assessments) can be found in the City & Guilds document *Access to Assessment*.

Quality Assurance

Definition

Quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City and Guilds' ongoing monitoring by an External Verifier. Details of City & Guilds' criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing City & Guilds Qualifications - a guide to centre and scheme approval*, available from City and Guilds Regional Offices.

Quality assurance model:

- Quality assurance will follow the already known model of external verification with adaptations to encompass externally set, internally marked components
- Overall quality will be the responsibility of the Essential Skills Chief Verifier (CV) and Lead Verifiers (LVs) via the Essential Skills External Verifiers (EVs)
- Assessors in centres will be responsible for assessing portfolio evidence and marking assignments to the set criteria.
- Internal verifiers / coordinators will be responsible for sampling all components of the qualification, keeping ongoing internal verification records and liaising with EVs.
- Where systems do not exist for QA monitoring or are not being used effectively within a centre, the facility to claim certificates directly will not be given or will be withdrawn.

Offering the Certificate in ESOL Skills for Life

The requirements for offering the Certificate in ESOL Skills for Life may be summarised as follows:

Each centre must:

- 1 recognise that offering these qualifications requires centres to have staff with experience of assessment, and to provide the necessary internal verification arrangements, and plan the course accordingly
- 2 obtain centre and scheme approval from City & Guilds' regional office (forms CAP and SAP).
- 3 establish internal mechanisms for co-ordination, planning, resourcing and monitoring assessment
- 4 establish a programme of staff development
- 5 contribute to quality assurance by appointing internal assessors and verifiers
- 6 establish a programme of candidate skills development
- 7 carry out assessment according to the requirements of the qualification
- 8 maintain appropriate records
- 9 provide access for external verification

Scheme approval

All centres wishing to offer the Certificate in ESOL Skills for Life must be City & Guilds approved centres and must complete and return an application form for Scheme approval from their regional City & Guilds office. The application form requires centres to provide details of their

- physical and staff resources (staff experience of assessment and internal verification roles must be provided)
- target group for delivery
- arrangements for assessment and verification.

On receiving the completed approval form, City & Guilds will appoint an external verifier to scrutinise the application. The external verifier will report on the application and make a recommendation as to whether or not approval should be granted.

City & Guilds will notify centres in writing about the outcome of their application. This written approval must be received before a centre can offer the scheme.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre or for an approved centre to conduct a particular City & Guilds scheme for reason of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

The role of the co-ordinator

Each centre must appoint a co-ordinator for the Certificate in ESOL Skills for Life. In addition each centre must have a **single named person** who is the contact for the external verifier and will liaise with the scheme co-deliverers when needed. (This may be the Certificate in ESOL Skills for Life co-ordinator)

The scheme co-ordinator (who may also act as internal verifier) plays a key role in ensuring that the programme meets City & Guilds' requirements and is delivered effectively in a centre. The appointment of a well-informed deputy co-ordinator is also strongly recommended.

The co-ordinator's role is to:

- liaise with City & Guilds and other agencies as appropriate
- provide the centre with a policy and guidelines for the scheme*
- plan and manage the implementation of the scheme
- ensure there are adequate resources – staff, accommodation and materials
- establish and monitor candidate support systems
- ensure all staff concerned with the scheme within the centre have access to the specifications, recording documents, handbook and any other supporting literature
- ensure all staff carrying out assessments are familiar with and understand the specifications and the conditions under which the assessments must take place, and understand the aims of the scheme*
- ensure that the assessments are carried out and that records are kept according to City & Guilds' requirements*
- hold internal meetings to brief all staff concerned with teaching and assessing the scheme*
- ensure that all staff (including those at separate sites or sub-centres) take part in the process of internal verification*
- brief new staff thoroughly on the requirements of the scheme*
- arrange staff development as necessary*
- ensure that portfolios of evidence, and assignments and recording documentation are

- available and clearly organised for the external verifier*
- ensure all City & Guilds documentation is completed when required.

Note: the tasks marked * may be more appropriately done by the internal verifier, if the centre wishes.

The co-ordinator must therefore be a senior member of staff capable of giving advice and guidance to other members of staff. He/she must know all staff involved in the assessment programme and have time available to meet with them to discuss and develop an effective strategy for the scheme in the centre.

It is the co-ordinator whom the external verifier will contact prior to a visit to arrange a mutually convenient time.

Only one ESOL co-ordinator may be appointed for each City & Guilds centre.

Centre staff qualifications

City & Guilds strongly recommends that centre staff who act as assessors and internal verifiers be qualified for assessment. Suitable qualifications include the FE Teachers' Certificate plus the Level 4 Certificate for ESOL Subject Specialists.

The role of the assessor

The responsibilities of assessors are to:

- ensure that each candidate is fully briefed on their assessment process
- agree an assessment action plan with each candidate
- assess the extent to which each candidate's portfolio of evidence or assignment contains the evidence demonstrating that the requirements of the relevant ESOL specifications have been met
- provide each candidate with prompt, accurate and constructive feedback
- agree a new assessment plan if a candidate has failed to meet the requirements of the specifications
- keep accurate and legible records
- meet with the internal verifier and other assessors to monitor, agree and maintain standards.

Assessors should not compare one candidate's performance with another's, but rather with the standards and the City & Guilds marking criteria provided. A common approach must be taken by all those carrying out assessment.

The role of the internal verifier

Centres should also refer to the following publication: *Providing City & Guilds Qualifications*

This publication is included in the Toolkit provided to all new centres seeking to offer qualifications with City & Guilds.

Internal verifiers are responsible for ensuring that

- assessors interpret and apply the national standards consistently
- all candidates' achievement records meet the requirements of City & Guilds
- each assessor receives prompt, accurate and constructive feedback.

The internal verification process

All candidate portfolios and assignments (including any records or other documentary evidence) must be available for internal and external verification.

The internal verification process will require the internal verifier to:

- a **before and during the assessment process**
 - examine a sample of assessment plans from every assessor
- b **during the assessment process**
 - check the judgements being made by individual assessors
 - check that different assessors are making consistent judgements
 - ensure that the records kept are accurate, and clearly cross-referenced to the evidence
- c **when the evidence has been assessed**
 - check that the evidence is ready for the external verifier, and is clearly organised.

This process will require opportunities for assessors to meet to exchange work under the guidance of the internal verifier. Records must be kept of these meetings.

At all stages of the internal verification process, feedback must be given to assessors. Names of those responsible for assessment must be attached to evidence. When the internal verifier samples a particular piece of work this should be indicated in red ink on the work and on the recording documents if appropriate.

The role of the external verifier

Centres should also refer to the following publication: *Providing City & Guilds Qualifications*.

This publication is included in the Toolkit provided to all new centres seeking to offer qualifications with City & Guilds.

City & Guilds external verifiers are responsible for ensuring that:

- internal verifiers follow the assessment specifications published by City & Guilds
- internal verifiers interpret the national standards in the schemes consistently
- the centre's documentation meets the requirements of City & Guilds
- candidates' achievement records, portfolio evidence and assignments meet the requirements of City & Guilds
- the internal verifiers receive prompt, accurate and constructive feedback.

The external verification process

The external verifier will contact the centre co-ordinator in advance to arrange a visit and suggest an outline programme for this visit. This will include meeting assessors and internal verifiers, and candidates where appropriate.

The external verifier will require to see:

- dates and times of the meeting(s) held for internal verification of the scheme
- notes of the proceedings at those meetings
- notes of who assessed and/or internally verified each candidate's work
- plans for future monitoring of these assessors' work.

A report on the visit will be made to City & Guilds and a copy retained for information by the centre.

External verifiers may also act as moderators for assignments and portfolio evidence.

City & Guilds may also require centres to submit, by post, evidence of candidate achievement for inspection.

Appeals procedures

Centres must ensure that they have an internal appeals procedure in place prior to the start of the Certificate in ESOL Skills for Life course.

Retention of evidence

Centres are required to retain the following records for each candidate for a period of 18 months from the date of final certification: administration records; assessment records; internal verification records.

Portfolio evidence and assignment work must be available for inspection at any time up to final certification. These documents should also be made available for inspection at the subsequent external verification visit, even if the candidates have left the centre. Assignments are not returned to candidates; they are retained by the centre. It is suggested that the centre retain portfolios for safe keeping, but if this is not possible, centres are asked to make provision for gaining access to this evidence. Centres should make candidates aware of this requirement for quality assurance purposes.

(Further details on administration can be found in the *City & Guilds Directory of General/Vocational Awards and Providing City & Guilds qualifications.*)

Equal opportunities

Assessors should bear in mind the requirements of a multi-racial and multi-cultural society. In addition, situations or tasks which explicitly or implicitly encourage sexual, racial or cultural stereotyping or discrimination must be avoided.

External verifiers will require evidence of the equal opportunity policy of a centre and that it is being implemented, regularly reviewed and updated (where necessary).

Preparing For Assessment

Responsibilities of the centre

Before embarking upon an ESOL Skills for Life programme a centre will have to ensure that there is an all-embracing policy across the institution which will allow candidates to have access to assessment.

Staff development

The centre must ensure that there are development opportunities for staff.

The functions described above include tutoring/mentoring, assessing and monitoring roles. It is an essential part of the staff development programme for staff to understand which roles they have to carry out and how each role contributes to a candidate gaining accreditation for the highest level possible.

Candidate induction

A centre must have a policy of candidate induction. During induction, a candidate will agree with a member of staff an overall action plan, which will identify which certificates, at which levels, are appropriate targets. Initial screening should be made to confirm candidates are being submitted to the appropriate level.

General planning

Assessors need only work on a day-to-day basis with one or two levels of the Certificate in ESOL Skills for Life, not all three (Entry Level, Level 1, Level 2). They need to be aware of the levels above and below, to ensure that a candidate is working for the correct level(s) of the Certificate in ESOL Skills for Life. Assessors should consider moving a candidate to a higher or lower level if necessary.

Learning programmes

A learning programme must ensure that for every candidate there is an opportunity for progression in ESOL development and that work is not repeating what is done elsewhere.

Learning programmes are not prescribed by City & Guilds. Centres are free to design their own and are encouraged to draw as widely as possible on resources both within and outside the centre.

The Certificate in ESOL Skills for Life is designed to allow active learning by candidates. The training and learning style adopted within a centre will depend on the maturity of the candidates and the stage in the programme. At the start of a programme, it is likely that candidates will need more guidance on how to meet the requirements. Some candidates will need specialised tuition to overcome specific learning difficulties.

If accreditation of ESOL is to be effective in developing the skills which candidates have as well as recording the level(s) they have reached, it is important that work is both realistic and challenging. All have been designed so that there is a natural progression to the higher levels.

Ways to promote the effective learning of ESOL include:

- learning programmes should relate to the candidates, reflecting a variety of life experiences appropriate to adult learners
- careful sequencing of theory and practice components, to help candidates learn the techniques and knowledge underpinning ESOL and see the relevance of what they are learning through practical experience
- explicit tuition and practice in using learning strategies within a wide range of contexts
- careful structuring of tasks that promote the ability to think by creating problems of sufficient challenge to stretch, but not deter, the candidates

- systematic variation of tasks in order that learners can see how, and to what extent, existing skills can be applied to good effect in less familiar tasks and identify when new learning is required
- opportunities to work with others (eg reciprocal teaching, discussion groups, pair problem solving) so that candidates are encouraged to express their reasons for adopting particular approaches and thus learn from each other what works and what doesn't work
- providing candidates with precise feedback, not only on how they are doing, but also on what to do to improve
- encouraging self-assessment and reflection by candidates (to think about their own learning).

Ensuring good assessment practice

Assessment plans and learning strategies are most successful when they:

- include agreements about the learning activities to be created/used in the learning programme
- give an outline of the settings in the programme which prove the most appropriate contexts for assessing ESOL.

They also need to provide a relatively detailed breakdown of where and when things will be assessed. The assessment plan is most effective when it includes an outline of where each aspect of the unit might be assessed. Of course, the assessment plan is exactly that – a plan. The map that it provides may have to change in the light of changes to the programme (for a group and/or for an individual), or to take advantage of opportunities for assessing against the standards which crop up unexpectedly during continuous assessment.

The most effective assessment regimes are those which use a combination of:

- **assessment planning** – through individual and, if relevant, course team approaches;
- **ongoing assessment** – through observation of performance, questioning and so on;
- **retrospective assessment** – through assessment of outcomes such as reports and artefacts, use of debriefing sessions and so on.

Assessment planning clarifies roles. It identifies areas of activity in a programme which provide the best opportunities for assessing particular aspects of ESOL. Candidates can be assigned activities with the explicit intention of developing specific ESOL sub-skills.

Ongoing assessment is good at picking up unexpected achievement – something which can occur with remarkable frequency. It can provide valid assessment, since it takes place at the time that someone does something (rather than some weeks or months later) and can use appropriate methods of assessment, such as observation or questioning.

Continuous assessment – using observation, questioning and so on – is valuable because of its validity, but individual assessors can often persistently 'mark too high' or 'too low'. The role of internal and external verification is crucial in helping to standardise the assessment of the Certificate in ESOL Skills for Life.

Preparing for assessment – checklist

The following checklist summarises the key points involved in assessing the Certificate in ESOL Skills for Life.

- assessors should undertake careful familiarisation with the specifications.
- candidates' induction in the specifications is essential.
- candidates should understand the assessment criteria and what evidence is required.

Candidates should play as active a part as possible in collecting and presenting evidence of achievement to the assessor.

Record-Keeping

Record-keeping forms

For each piece of Level 1 and 2 evidence for Writing and Speaking and Listening, assessors are required to complete an assessment record. These are provided in the relevant assessment pack.

Candidates' performance during the Entry Level assignments must also be logged. Standard sheets are provided with the set of assignments.

All records for all candidates, together with their portfolios, assignments and mark schemes must be available for the external verifier's visit.

NB At no point must assignments be removed from the centre. Assignments may be shown to the candidates, after marking, for feedback purposes but must not be returned to the candidates. When no longer required for external verification purposes, completed assignments must be destroyed.

Preparing for external verification

Purpose of external verification

The City & Guilds external verifier will be seeking to confirm that the judgements of the centre assessors and internal verifier(s) are consistent with national standards.

Process of external verification

Verification will normally involve a visit, although it may be postal or by telephone.

The external verifier will expect, as the major focus of any visit, to have available

- records of enrolment, registration, certification (where already claimed)
- a complete record of all evidence completed by candidates which has been assessed and which has undergone the internal verification process
- the portfolios of evidence or assignments of all candidates for whom the centre intends to seek certification, including the means of accessing items such as videotapes, cassettes, etc.
- the recording documentation which will allow the verifier to find the evidence for any sub-skill being claimed
- a record of which assessors have been responsible for which candidates
- assessors' feedback to candidates
- IV sampling plan and matrix to show the sampling completed
- a record of which internal verifiers have been responsible for verifying which work (if there is more than one internal verifier) and internal verifier feedback to assessors.

During the visit, the City & Guilds external verifier will

- use candidate records to select work for sampling
- use candidate records to identify and locate the evidence for particular assessment criteria
- sample the completed assignments and the evidence in the portfolios in order to confirm that the standards have been met
- meet a sample of candidates, where appropriate.

For any given element of the standards, the external verifier will expect to find

- evidence for all requirements of the scheme (including for example witness statements, records of supplementary questioning, where necessary)
- that all evidence in the assignments and portfolio relates to the achievement of the individual candidate, that any contribution to group work is clearly identified and that duplicated notes, 'hand-outs' and unacknowledged copying from texts are not claimed as evidence.

Problems will arise if

- internal verifier records are missing
- assessor records are missing
- evidence is missing or incomplete
- evidence produced does not bear a clear relationship to the scheme requirements
- there are any doubts as to the authenticity of evidence
- evidence is presented which has not been assessed or been through the internal verification process.

External verification is most likely to be successful when

- centres have an established and regular system of internal verification, involving the
- checking of assessment plans and sampling of candidate work, with constructive feedback to assessors and candidates which is duly acted upon
- centres have standardised their assessment policy across all assessors for the Certificate in ESOL Skills for Life and that candidate records are such that the evidence relating to specific aspects of the standards can be rapidly located and examined; this will involve clear cross-referencing of logbooks to portfolios and would be further assisted by annotation of the portfolio evidence itself.

External verifier's approval for claiming certification

When successful external verification has been completed, the centre will be able to submit claims for certification. Claims may be made for candidates who complete their programmes after the external verifier's visit, provided that:

- their work has been subject to the supervision of internal verifiers whose work was sampled at the time of the visit
- the candidate is claiming for certification in an ESOL area that was subject to external verification during the visit.

This means that not all candidates need necessarily have completed their programmes at the time of the external verifier's visit.

If it is not possible for the external verifier to agree the achievement of candidates as claimed, then City & Guilds will not be able to award certification to any candidates until a successful external verification has occurred. External verifiers will not be 'passing' individual candidates or the work of individual assessors. It may be that only the decisions of specific internal verifiers or assessors are in doubt, in which case certification might be awarded to candidates whose work has been verified by other internal verifiers. Centres should however operate a whole centre policy with systems in place to prevent such an occurrence.

Extra visits

If, as a result of the processes not being carried out within the centre, an extra external verification visit is required, this may be subject to a charge and will be subject to the availability of a suitably qualified external verifier. Please note that this could delay the award of certificates considerably.

Administrative arrangements for certification

Full details relating to the arrangements are contained in City & Guilds' *Directory of General/Vocational Award*.

The results for the Certificate in ESOL Skills for Life (when the candidates have been successful in the internal and/or external assessment for the appropriate sub skill) are processed 'on request' for the portfolio and assignment units, and after each test.

Centres are therefore encouraged to assess candidates **when they are ready**.

Candidate registration

All candidates must be registered before their results can be reported. Candidates can be registered for each entry level of the ESOL Skills for Life award separately or for the entry levels together, which allows certification at whatever is finally achieved. Whichever route is chosen, candidates will have access to units at all Entry levels. If candidates are registered for a particular level but achieve all units at a higher level, they must be registered for the higher level before certification can be awarded a certificate at that level.

Registrations, test entries and results reporting are made on the same type of form - Form S. This may be completed on paper or electronically through the Walled Garden. Each form must contain one type of transaction only, i.e registration, test entry or results submission. You must indicate on the form (top left box) what type of transaction you are using the form for.

A centre is invoiced for candidate fees when the Form S (registration) is received by City & Guilds. **A copy of Form S (registration) must also be sent to the centre's City & Guilds external verifier.**

Please note that making registrations is the responsibility of the centre co-ordinator (local examinations secretary) who makes them through City & Guilds Entries and Results Processing Department.

Test entry (Levels 1 & 2 only)

All dated entries must be made on *Form S* (dated entry). Entries **MUST** be made before the closing date for the test series as notified in the *Directory of General/Vocational Awards*. Component details must be entered on the *Form S* appropriate to the level that the candidate is being entered for. Details of the component numbers are provided in the Directory page for the 3692 Certificate in ESOL Skills for Life contained in City & Guilds' '*Directory of General/Vocational Awards*'

By the time dated entries are made, all candidates will have received their unique, lifelong, City & Guilds enrolment number. Names are therefore not required but as with registration, **sex and date of birth must be included. If these are omitted the entries will be rejected.**

Internal assessment results reporting

On success of internal assessment, **including the external verification of the externally set component**, the centre must submit results on a *Form S* (results submission).

By the time results are submitted, all candidates will have received their unique, lifelong, City & Guilds enrolment number. Names are therefore not required but as with registration, **sex and date of birth must be included.**

Form S (results submission) should be prepared by the centre prior to the external verifier's visit. It must be remembered that candidate details do not come pre-printed on *Form S*. This is to allow the centre the flexibility of submitting results for different candidates at different times.

The components reported should be at the highest level achieved. (For example, if a candidate is successful in all units at ESOL Entry 3, then any previous success in ESOL Entry 2 units should not be reported.) Results should not be reported for candidates who do not achieve.

Any amendments which need to be made to the form after preparation should be made clearly.

It is **most important** that all the details on *Form S* are correct, otherwise it will be rejected at the quality checking stage by the Entries and Results Processing Department of City & Guilds, and Certificates and Certificates of Unit Credit will not be issued. Centres should check that:

- a centre details are accurate (i.e. centre name and number)
- b the correct scheme award number and name are inserted
- c the correct candidate enrolment numbers and details of sex and date of birth are completed. [Do not insert ENR. Candidate enrolment numbers **cannot** be requested on *Form S* (results submission)]
- d the correct component numbers as listed in *Directory*, followed by 'P' have been used
- e results are **only** submitted for candidates who have **registered** for ESOL Skills for Life
- f *Form S* (results submission) is not returned for candidates later **than 36 months** after their registration. If more than 36 months have elapsed, candidates must be re-registered.

If the centre is being visited prior to results being submitted, *Form S* (results submission) must be counter-signed by the external verifier before being submitted to City & Guilds. When the verifier is not visiting the centre, the co-ordinator must arrange for a copy of the completed *Form S* (results submission) to be sent to the verifier. If a postal verification has been arranged, the requested evidence and records should be sent with *Form S* to the external verifier (results submission).

ESOL standards and assessment criteria for Entry 1 to Entry 3

Introduction to standards and assessment criteria

The units in the qualifications are based closely on the standards for Adult Literacy and draw in addition on the ESOL curriculum. The qualifications seek to assess competence in language as defined by the standards and curriculum. They assess whether candidates have the language skills at the specified level, can orchestrate them and can apply them to a range of situations. The assessments operate holistically: the standards and assessment criteria below should not be used in a fragmented way to assess discrete aspects.

The mark schemes of the assignments of these qualifications draw very heavily upon the language used in the ESOL curriculum and the Literacy standards. Tutors should use the standards and assessment criteria in planning work and in preparing individual candidates for these assignments but, as these have been integrated and made concrete in the mark schemes, do not need to use these criteria separately in assessment. The assignments and their mark schemes are written so that candidates have the opportunity to demonstrate them via meaningful activities which call into play their language skills and communicative competence in English.

To assist tutors in using the standards and criteria, a guide to how they cross-reference to the ESOL curriculum is also provided.

ESOL Assessment criteria for Entry Level 1-3

Speaking and Listening

Entry 1	Entry 2	Entry 3
<p>At this level, adults can:</p> <p>listen and respond to spoken language, including simple narratives, statements, questions, and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions on familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>	<p>At this level, adults can:</p> <p>listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate information, feelings and opinions on familiar topics</p> <p>engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics</p>	<p>At this level, adults can:</p> <p>listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone</p> <p>speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone</p> <p>engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p>

<i>An adult will be expected to:</i>	<i>An adult will be expected to:</i>	<i>An adult will be expected to:</i>
1.1.1 listen for gist of short explanations	2.1.1 listen for and follow the gist of explanations, instructions and narratives	3.1.1 listen for and follow the gist of explanations, instructions and narratives in different contexts
1.1.2 listen for detail using keywords to extract some specific information	2.1.2 listen for detail in short explanations, instructions and narratives	3.1.2 listen for detail in explanations, instructions and narratives in different contexts
1.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	2.1.3 listen for and identify the main points of short explanations or presentations	3.1.3 listen for and identify relevant information and new information from discussions, explanations and presentations
1.1.5 speak clearly to be heard and understood in simple exchanges	2.1.4 listen to and follow short, straightforward explanations and instructions	3.1.5 listen to and respond appropriately to other points of view
1.1.6 make requests using appropriate terms	2.1.5 listen to & identify simply expressed feelings & opinions	3.1.6 speak clearly to be heard and understood
1.1.7 ask questions to obtain specific information	2.1.6 speak clearly to be heard & understood in straightforward exchanges	3.1.10 make requests and ask questions to obtain information in familiar and unfamiliar contexts
1.1.4 listen & respond to requests for personal information	2.1.7 make requests and ask questions to obtain information in everyday contexts	3.1.7 use formal language and register when appropriate
1.1.8 make statements of fact clearly	2.1.8 respond to straightforward questions	3.1.8 respond to a range of questions about familiar topics
1.1.9 speak & listen in simple exchanges & everyday contexts	2.1.9 express clearly statements of fact, short accounts and descriptions	3.1.9 express clearly statements of fact and give short explanations, accounts and descriptions
	2.1.10 ask questions to clarify understanding	3.1.4 use strategies to clarify and confirm understanding
	2.1.11 follow the gist of discussions	3.1.11 follow and understand the main points of discussions on different topics
	2.1.12 follow the main points and make appropriate contributions to the discussion	3.1.12 make contributions to discussions that are relevant to the subject
		3.1.13 respect the turn-taking rights of others during discussions

Reading

Entry 1	Entry 2	Entry 3
<p>At this level, adults can:</p> <p>read and understand short texts with familiar repeated language patterns on familiar topics</p> <p>read and obtain information from common signs and symbols</p> <p>An adult will be expected to:</p> <p>1.2.1 follow a short narrative on a familiar topic or experience</p> <p>1.2.2 recognise the different purposes of texts at this level</p> <p>1.2.3 possess a limited, meaningful sight vocabulary of words signs and symbols</p> <p>1.2.4 decode simple, regular words</p> <p>1.2.5 recognise letters in upper & lower case</p>	<p>At this level, adults can:</p> <p>read and understand short straightforward texts on familiar topics</p> <p>read and obtain information from short documents, familiar sources and signs and symbols</p> <p>An adult will be expected to:</p> <p>2.2.1 trace & understand the main events of chronological and instructional texts</p> <p>2.2.2 recognise the different purposes of texts at this level</p> <p>2.2.3 identify common sources of information</p> <p>2.2.4 use illustrations and captions to locate information</p> <p>2.2.5 read and understand linking words and adverbials in instructions and directions</p> <p>2.2.6 read and understand words on forms related to personal information</p> <p>2.2.7 recognise high frequency words and words with common spelling patterns</p> <p>2.2.8 use phonic & graphic knowledge to decode words</p> <p>2.2.9 use a simplified dictionary to find the meaning of unfamiliar words</p> <p>2.2.10 use initial letters to find and sequence words in alphabetical order</p>	<p>At this level, adults can:</p> <p>read and understand short straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information from everyday sources</p> <p>An adult will be expected to:</p> <p>3.2.1 trace & understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph</p> <p>3.2.2 recognise the different purposes of texts at this level</p> <p>3.2.3 recognise and understand the organisational features and typical language of instructional texts</p> <p>3.2.4 identify the main points and ideas, and predict words from context</p> <p>3.2.5 understand and use organisational features to locate information</p> <p>3.2.6 skim read title, headings and illustrations to decide if material is of interest</p> <p>3.2.7 scan texts to locate information</p> <p>3.2.8 obtain specific information through detailed reading</p> <p>3.2.9 relate an image to print and use it to obtain meaning</p> <p>3.2.10 recognise and understand relevant specialist keywords</p> <p>3.2.11 read and understand words and phrases commonly used on forms</p> <p>3.2.12 use a dictionary to find the meaning of unfamiliar words</p> <p>3.2.13 use first and second place letters to find and sequence words in alphabetical order</p>

Writing

Entry 1	Entry 2	Entry 3
<p>At this level, adults can:</p> <p>write to communicate Information to an intended audience</p> <p>An adult will be expected to</p> <p>1.3.1 use written words & phrases to record or present info 1.3.2 construct a simple sentence 1.3.3 punctuate a simple sentence with a capital letter and a full stop 1.3.4 use a capital letter for personal pronoun 'I' 1.3.5 spell correctly some personal key words and familiar words 1.3.6 write letters of the alphabet using upper & lower case</p>	<p>At this level, adults can:</p> <p>write to communicate Information with some awareness of the intended audience</p> <p>An adult will be expected to:</p> <p>2.3.1 use written words & phrases to record or present info 2.3.2 construct simple and compound sentences, using common conjunctions to connect two clauses 2.3.3 use adjectives 2.3.4 use punctuation correctly 2.3.5 use a capital letter for proper nouns 2.3.6 spell correctly the majority of personal details and familiar common words 2.3.7 produce legible text</p>	<p>At this level, adults can:</p> <p>write to communicate Information and opinions with some adaptation to the intended audience</p> <p>An adult will be expected to:</p> <p>3.3.1 plan and draft writing 3.3.2 organise writing in short paragraphs 3.3.3 sequence chronological writing 3.3.4 write in complete sentences 3.3.5 use correct basic grammar 3.3.6 use punctuation correctly 3.3.7 spell correctly common words and relevant keywords for work and special interest 3.3.8 proof-read and correct writing for grammar and spelling 3.3.9 produce legible text</p>

ESOL Assessment criteria for Level 1

Speaking and Listening	Reading	Writing
<p>At this level, adults can:</p> <p>listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p>speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p> <p>An adult will be expected to:</p> <p>4.1.1 listen for and identify relevant information from explanations and presentations on a range of straightforward topics</p> <p>4.1.2 listen for and understand explanations, instructions and narratives on different topics in a range of contexts</p> <p>4.1.3 use strategies to clarify and confirm understanding, <i>eg facial expressions, body language and verbal prompts</i></p> <p>4.1.4 provide feedback and confirmation when listening to others</p> <p>4.1.5 make contributions relevant to the situation and the subject</p> <p>4.1.6 speak clearly in a way which suits the situation</p> <p>4.1.7 make requests and ask questions to obtain information in familiar and unfamiliar contexts</p> <p>4.1.8 respond to questions on a range of topics</p> <p>4.1.9 express clearly statements of fact, explanations, instructions, accounts and descriptions</p> <p>4.1.10 present information and ideas in a logical sequence and include detail and develop ideas where appropriate</p> <p>4.1.11 follow and contribute to discussions on a range of straightforward topics</p> <p>4.1.12 respect the turn-taking rights of others during discussions</p> <p>4.1.13 use appropriate phrases for interruption</p>	<p>At this level, adults can:</p> <p>read and understand straightforward texts of varying length on a variety of topics accurately and independently</p> <p>read and obtain information from different sources</p> <p>An adult will be expected to:</p> <p>4.2.1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts</p> <p>4.2.2 recognise how language and other textual features are used to achieve different purposes, <i>eg to instruct, explain, describe, persuade</i></p> <p>4.2.3 identify the main points and specific detail, and infer meaning from images which is not explicit in the text</p> <p>4.2.4 use organisational and structural features to locate information, <i>eg contents, index, menus, subheadings, paragraphs</i></p> <p>4.2.5 use different reading strategies to find and obtain information</p> <p>4.2.6 use reference material to find the meaning of unfamiliar words</p>	<p>At this level, adults can:</p> <p>write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p> <p>An adult will be expected to:</p> <p>4.3.1 plan and draft writing</p> <p>4.3.2 judge how much to write and the level of detail to include</p> <p>4.3.3 present information in a logical sequence, using paragraphs where appropriate</p> <p>4.3.4 use language suitable for purpose and audience</p> <p>4.3.5 use format and structure for different purposes</p> <p>4.3.6 write in complete sentences</p> <p>4.3.6 use correct grammar <i>eg subject-verb agreement, correct use of tense</i></p> <p>4.3.7 punctuate sentences correctly and use punctuation so that meaning is clear</p> <p>4.3.8 spell correctly words used most often in work, studies and daily life</p> <p>4.3.9 proof-read and revise writing for accuracy and meaning</p> <p>4.3.10 produce legible text</p>

<p>in formal exchanges connected with education, training, work and social roles</p>	<p>in reports, instructional, explanatory and persuasive texts</p>	<p>in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations</p>
---	---	--

Guidance and examples

Literacy (including spoken communication) Level 1

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals. The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- seeking support from an official such as a councillor or an MP at a local surgery working as a committee member of a community association
- taking part in a residents' or tenants' association meeting
- filling in an application form for a driving licence or passport

Domestic and everyday life

- expressing opinions at a parents' meeting at school
- reading an estimate or report from a builder or garage
- following a simple procedure in a first-aid manual
- following and completing a service agreement for a household appliance

Education and training

- obtaining specific information from a talk or presentation
- explaining something to another learner
- finding relevant information in reference material and making notes for a written task
- carrying out written tasks for assessment purposes

Economic activity, including paid and unpaid work

- obtaining information from a trade union representative
- taking responsibility for a visitor to the workplace
- participating effectively in an annual appraisal or job interview
- reading an employment contract and seeking clarification where necessary
- filling in a customer service questionnaire
- recording information in an accident report form

Leisure

- following instructions to use equipment in a gym
- reading and recording factual information related to a hobby or interest
- selecting a book to read for pleasure from a library or bookshop
- writing down contact details following a radio or television programme

Using ICT in social roles

- understanding and using buttons on an internet browser
- using hypertext links on websites and in multimedia software to locate information
- using key words to find information on a website
- using drop-down menus on computer software
- formatting documents on a word processor
- reading and posting messages on electronic bulletin boards

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context and are able to do this using a range of straightforward strategies.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities. Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

ESOL Assessment criteria for Level 2

Speaking and Listening	Reading	Writing
<p>At this level, adults can:</p> <p>listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</p> <p>engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p> <p>An adult will be expected to:</p> <p>5.1.1 listen for and identify relevant information from extended explanations or presentations on a range of topics</p> <p>5.1.2 listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts</p> <p>5.1.3 speak clearly and confidently in a way which suits the situation</p> <p>5.1.4 respond to detailed or extended questions on a range of topics</p> <p>5.1.5 respond to criticism and criticise constructively</p> <p>5.1.6 make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts</p> <p>5.1.7 express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary</p> <p>5.1.8 present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding</p> <p>5.1.9 make relevant contributions and help to move discussions forward</p> <p>5.1.10 adapt contributions to discussions to suit audience, context, purpose and situation</p> <p>5.1.11 use appropriate phrases for interruption and change of topic</p> <p>5.1.12 support opinions and arguments with evidence</p>	<p>At this level, adults can:</p> <p>read and understand a range of texts of varying complexity accurately and independently</p> <p>read and obtain information of varying length and detail from different sources</p> <p>An adult will be expected to:</p> <p>5.2.1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts</p> <p>5.2.2 identify the purpose of a text and infer meaning which is not explicit</p> <p>5.2.3 identify the main points and specific detail</p> <p>5.2.4 read an argument and identify the points of view</p> <p>5.2.5 read critically to evaluate information and compare information, ideas and opinions from different sources</p> <p>5.2.6 use organisational features and systems to locate texts and information</p> <p>5.2.7 use different reading strategies to find and obtain information, <i>eg skimming, scanning, detailed reading</i></p> <p>5.2.8 summarise information from longer documents</p> <p>5.2.9 read and understand technical vocabulary</p> <p>5.2.10 use reference materials to find the meanings of unfamiliar words</p>	<p>At this level, adults can:</p> <p>write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience</p> <p>An adult will be expected to:</p> <p>5.3.1 plan and draft writing</p> <p>5.3.2 judge how much to write and the level of detail to include</p> <p>5.3.3 present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate</p> <p>5.3.4 use format and structure to organise writing for different purposes</p> <p>5.3.5 use formal and informal language appropriate to purpose and audience</p> <p>5.3.6 use different styles of writing for different purposes, <i>eg persuasive techniques, supporting evidence, technical vocabulary</i></p> <p>5.3.7 construct complex sentences</p> <p>5.3.8 use correct grammar, <i>eg subject-verb agreement, correct and consistent use of tense</i></p> <p>5.3.9 use pronouns so that their meaning is clear</p> <p>5.3.10 punctuate sentences correctly and use punctuation accurately, <i>eg commas, apostrophes, inverted commas</i></p> <p>5.3.11 spell correctly words used most often in work, studies and daily life, including familiar technical words</p> <p>5.3.12 proof-read and revise writing for accuracy and meaning</p>

<p>5.1.13 use strategies intended to reassure, eg body language and appropriate phraseology</p> <p>in a wide range of formal and social exchanges</p>	<p>in a wide range of text types</p>	<p>5.3.13 produce legible text</p> <p>in a wide range of documents</p>						
<p>Guidance and examples</p> <p>Literacy (including spoken communication) Level 2 The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.</p> <p>The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently. These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.</p>								
<p>Examples</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <p>Citizen and community</p> <ul style="list-style-type: none"> • expressing an opinion among strangers at a public meeting • handling negotiations and expressing views about a controversial issue • finding information in the local library to clarify an issue or support a position • writing a formal letter of complaint or advice to an official or an organisation </td> <td style="vertical-align: top; width: 33%;"> <p>Domestic and everyday life</p> <ul style="list-style-type: none"> • putting forward a proposal at a parents' meeting at school • following instructions for self-assembly furniture or other equipment • following written instructions and advice for post-operative care for self or others • describing an event on an insurance claim </td> <td style="vertical-align: top; width: 33%;"> <p>Education and training</p> <ul style="list-style-type: none"> • making a short presentation to other learners in the group • making constructive comments about another learner's presentation • locating relevant information in the library and making records for personal use • summarising information from a range of documents • preparing and revising for assessments </td> </tr> <tr> <td style="vertical-align: top;"> <p>Economic activity, including paid and unpaid work</p> <ul style="list-style-type: none"> • handling a difficult situation at work • finding information in an instruction manual or a technical handbook • reading and comparing service contracts, <i>eg for photocopiers or cleaning services</i> • summarising information from a document in preparation for a meeting • replying to a business letter requesting specific information • making positive contributions to a meeting at work </td> <td style="vertical-align: top;"> <p>Leisure</p> <ul style="list-style-type: none"> • coaching a local sports team and making appropriate arrangements • following a debate on a topical issue on television or radio and discussing with others • reading extended texts for pleasure • composing and producing information for a local club, <i>eg events, newsletters, committee meetings</i> </td> <td style="vertical-align: top;"> <p>Using ICT in social roles</p> <ul style="list-style-type: none"> • using a computer system in a library or bookshop to find out if a book is in stock • searching for information on the internet • locating files on a familiar computer system </td> </tr> </table>			<p>Citizen and community</p> <ul style="list-style-type: none"> • expressing an opinion among strangers at a public meeting • handling negotiations and expressing views about a controversial issue • finding information in the local library to clarify an issue or support a position • writing a formal letter of complaint or advice to an official or an organisation 	<p>Domestic and everyday life</p> <ul style="list-style-type: none"> • putting forward a proposal at a parents' meeting at school • following instructions for self-assembly furniture or other equipment • following written instructions and advice for post-operative care for self or others • describing an event on an insurance claim 	<p>Education and training</p> <ul style="list-style-type: none"> • making a short presentation to other learners in the group • making constructive comments about another learner's presentation • locating relevant information in the library and making records for personal use • summarising information from a range of documents • preparing and revising for assessments 	<p>Economic activity, including paid and unpaid work</p> <ul style="list-style-type: none"> • handling a difficult situation at work • finding information in an instruction manual or a technical handbook • reading and comparing service contracts, <i>eg for photocopiers or cleaning services</i> • summarising information from a document in preparation for a meeting • replying to a business letter requesting specific information • making positive contributions to a meeting at work 	<p>Leisure</p> <ul style="list-style-type: none"> • coaching a local sports team and making appropriate arrangements • following a debate on a topical issue on television or radio and discussing with others • reading extended texts for pleasure • composing and producing information for a local club, <i>eg events, newsletters, committee meetings</i> 	<p>Using ICT in social roles</p> <ul style="list-style-type: none"> • using a computer system in a library or bookshop to find out if a book is in stock • searching for information on the internet • locating files on a familiar computer system
<p>Citizen and community</p> <ul style="list-style-type: none"> • expressing an opinion among strangers at a public meeting • handling negotiations and expressing views about a controversial issue • finding information in the local library to clarify an issue or support a position • writing a formal letter of complaint or advice to an official or an organisation 	<p>Domestic and everyday life</p> <ul style="list-style-type: none"> • putting forward a proposal at a parents' meeting at school • following instructions for self-assembly furniture or other equipment • following written instructions and advice for post-operative care for self or others • describing an event on an insurance claim 	<p>Education and training</p> <ul style="list-style-type: none"> • making a short presentation to other learners in the group • making constructive comments about another learner's presentation • locating relevant information in the library and making records for personal use • summarising information from a range of documents • preparing and revising for assessments 						
<p>Economic activity, including paid and unpaid work</p> <ul style="list-style-type: none"> • handling a difficult situation at work • finding information in an instruction manual or a technical handbook • reading and comparing service contracts, <i>eg for photocopiers or cleaning services</i> • summarising information from a document in preparation for a meeting • replying to a business letter requesting specific information • making positive contributions to a meeting at work 	<p>Leisure</p> <ul style="list-style-type: none"> • coaching a local sports team and making appropriate arrangements • following a debate on a topical issue on television or radio and discussing with others • reading extended texts for pleasure • composing and producing information for a local club, <i>eg events, newsletters, committee meetings</i> 	<p>Using ICT in social roles</p> <ul style="list-style-type: none"> • using a computer system in a library or bookshop to find out if a book is in stock • searching for information on the internet • locating files on a familiar computer system 						

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context, and are able to do this using a range of straightforward strategies

Access Statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities. Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

City and Guilds ESOL Skills for Life Standards cross-referenced with the ESOL Curriculum

Entry level

Speaking and Listening

Entry 1	Entry 2	Entry 3
1.1.1 listen for gist of short explanations <i>Lr/E1.1a-d</i>	2.1.1 listen for and follow the gist of explanations, instructions and narratives <i>Lr/E2.1a-d</i>	3.1.1 listen for and follow the gist of explanations, instructions and narratives in different contexts <i>Lr/E3.1a-c</i>
1.1.2 listen for detail using keywords to extract some specific information <i>Lr/E1.2a-e</i>	2.1.2 listen for detail in short explanations, instructions and narratives <i>Lr/E2.2a-d</i>	3.1.2 listen for detail in explanations, instructions and narratives in different contexts <i>Lr/E3.2a-e</i>
1.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary <i>Lr/E1.3a-b</i>	2.1.3 listen for and identify the main points of short explanations or presentations <i>Lr/E2.3a-c</i>	3.1.3 listen for and identify relevant information and new information from discussions, explanations and presentations <i>Lr/E3.3a-b</i>
1.1.4 listen & respond to requests for personal information <i>Lr/E1.4a-b</i>	2.1.4 listen to and follow short, straightforward explanations and instructions <i>Lr/E2.4a</i>	3.1.4 use strategies to clarify and confirm understanding <i>Lr/E3.4a</i>
1.1.5 speak clearly to be heard and understood in simple exchanges <i>Sc/E1.1a-b</i>	2.1.5 listen to & identify simply expressed feelings & opinions <i>Lr/E2.6a-c</i>	3.1.5 listen to and respond appropriately to other points of view <i>Lr/E3.6a-b</i>
1.1.6 make requests using appropriate terms <i>Sc/E1.2a-b</i>	2.1.6 speak clearly to be heard & understood in straightforward exchanges <i>Sc/E2.1a-b</i>	3.1.6 speak clearly to be heard and understood <i>Sc/E3.1a-b</i>
1.1.7 ask questions to obtain specific information <i>Sc/E1.3a-d</i>	2.1.7 make requests and ask questions to obtain information in everyday contexts <i>Sc/E2.2a-f</i>	3.1.7 use formal language and register when appropriate <i>Sc/E3.2a</i>
1.1.8 make statements of fact clearly <i>Sc/E1.4a-e</i>	2.1.8 respond to straightforward questions <i>Lr/E2.5a-b</i>	3.1.8 respond to a range of questions about familiar topics <i>Lr/E3.5a-b</i>
1.1.9 speak & listen in simple exchanges & everyday contexts <i>Sd/E1.1a-c</i> <i>Lr/E1.5a-d</i>	2.1.9 express clearly statements of fact, short accounts and descriptions <i>Sc/E2.3a-f</i>	3.1.9 express clearly statements of fact and give short explanations, accounts and descriptions <i>Sc/E3.4a-f</i>
	2.1.10 ask questions to clarify understanding <i>Sc/E2.4a</i>	3.1.10 make requests and ask questions to obtain information in familiar and unfamiliar contexts <i>Sc/E3.3a-d</i>
	2.1.11 follow the gist of discussions <i>Lr/E2.7a</i>	3.1.11 follow and understand the main points of discussions on different topics <i>Lr/E3.7a-d</i>
	2.1.12 follow the main points and make appropriate contributions to the discussion <i>Sd/E2.1a-e</i> <i>Lr/E2.7a</i>	3.1.12 make contributions to discussions that are relevant to the subject <i>Sd/E3.1a-g</i>

		3.1.13 <i>Sd/E3.2a</i>	respect the turn-taking rights of others during discussions
--	--	---------------------------	---

Reading

Entry 1		Entry 2		Entry 3	
1.2.1 <i>Rt/E1.1a-b</i>	follow a short narrative on a familiar topic or experience	2.2.1 <i>Rt/E2.1a-b</i>	trace & understand the main events of chronological and instructional texts	3.2.1 <i>Rt/E3.1a</i>	trace & understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph
1.2.2 <i>Rt/E1.2a</i>	recognise the different purposes of texts at this level	2.2.2 <i>Rt/E2.2a</i>	recognise the different purposes of texts at this level	3.2.2 <i>Rt/E3.2a</i>	recognise the different purposes of texts at this level
1.2.3 <i>Rw/E1.1a</i>	possess a limited, meaningful sight vocabulary of words signs and symbols	2.2.3 <i>Rt/E2.3a</i>	identify common sources of information	3.2.3 <i>Rt/E3.3a</i>	recognise and understand the organisational features and typical language of instructional texts
1.2.4 <i>Rw/E1.2a</i>	decode simple, regular words	2.2.4 <i>Rt/E2.4a</i>	use illustrations and captions to locate information	3.2.4 <i>Rt/E3.4a</i>	identify the main points and ideas, and predict words from context
1.2.5 <i>Rw/E1.3a-b</i>	recognise letters in upper & lower case	2.2.5 <i>Rs/E2.1a-d</i>	read and understand linking words and adverbials in instructions and directions	3.2.5 <i>Rt/E3.5a-b</i>	understand and use organisational features to locate information
<i>Rs/E1.1a</i>	read and recognise simple sentence structures	2.2.6 <i>Rw/E2.1a</i>	read and understand words on forms related to personal information	3.2.6 <i>Rt/E3.6a</i>	skim read title, headings and illustrations to decide if material is of interest
<i>Rs/E1.1b</i>	use punctuation and capitalisation to aid understanding	2.2.7 <i>Rw/E2.2a</i>	recognise high frequency words and words with common spelling patterns	3.2.7 <i>Rt/E3.7a</i>	scan texts to locate information
		2.2.8 <i>Rw/E2.3a</i>	use phonic & graphic knowledge to decode words	3.2.8 <i>Rt/E3.8a</i>	obtain specific information through detailed reading
		2.2.9 <i>Rw/E2.4a</i>	use a simplified dictionary to find the meaning of unfamiliar words	3.2.9 <i>Rt/E3.9a</i>	relate an image to print and use it to obtain meaning
		2.2.10 <i>Rw/E2.5a</i>	use initial letters to find and sequence words in alphabetical order	3.2.10 <i>Rw/E3.1a</i>	recognise and understand relevant specialist keywords
				3.2.11 <i>Rw/E3.2a</i>	read and understand words and phrases commonly used on forms
				3.2.12 <i>Rw/E3.3a</i>	use a dictionary to find the meaning of unfamiliar words

		3.2.13 <i>Rw/E3.4a</i>	use first and second place letters to find and sequence words in alphabetical order
		<i>Rs/E3.1a</i>	recognise the generic features of language of instructional texts
		<i>Rs/E3.1b</i>	use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level
		<i>Rs/E3.2a</i>	recognise the function of certain punctuation to aid understanding
		<i>Rw/E3.5a</i>	use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Writing

Entry 1		Entry 2		Entry 3	
1.3.1 <i>Wt/E1.1a</i>	use written words & phrases to record or present info	2.3.1 <i>Wt/E2.1a-b</i>	use written words & phrases to record or present info	3.3.1 <i>Wt/E3.1a-b</i>	plan and draft writing
1.3.2 <i>Ws/E1.1a</i>	construct a simple sentence	2.3.2 <i>Ws/E2.1a</i>	construct simple and compound sentences, using common conjunctions to connect two clauses	3.3.2 <i>Wt/E3.2a</i>	organise writing in short paragraphs
1.3.3 <i>Ws/E1.2a</i>	punctuate a simple sentence with a capital letter and a full stop	2.3.3 <i>Ws/E2.2a</i>	use adjectives	3.3.3 <i>Wt/E3.3a</i>	sequence chronological writing
1.3.4 <i>Ws/E1.3a</i>	use a capital letter for personal pronoun 'I'	2.3.4 <i>Ws/E2.3a</i>	use punctuation correctly	3.3.4 <i>Ws/E3.1a</i>	write in complete sentences
1.3.5 <i>Ww/E1.1a-c</i>	spell correctly some personal key words and familiar words	2.3.5 <i>Ws/E2.4a</i>	use a capital letter for proper nouns	3.3.5 <i>Ws/E3.2a</i>	use correct basic grammar
1.3.6 <i>Ww/E1.2a-b</i>	write letters of the alphabet using upper and lower case	2.3.6 <i>Ww/E2.1a-c</i>	spell correctly the majority of personal details and familiar common words	3.3.6 <i>Ws/E3.3a</i>	use punctuation correctly
		2.3.7 <i>Ww/E2.2a</i>	produce legible text	3.3.7 <i>Ww/E3.1a-b</i>	spell correctly common words and relevant keywords for work and special interest
				3.3.8 <i>Wt/E3.4a</i>	proof-read and correct writing for grammar and spelling
				3.3.9 <i>Ww/E3.2a</i>	produce legible text

		<p><i>Wt/E3.5a</i> complete forms with some complex features, eg open responses, constructed responses, additional comments</p>
--	--	---

Blue/Italic ESOL Curriculum references are not mapped directly to Adult Literacy standards.

Sources of information

City & Guilds' websites: www.basic-skills.org.uk
www.key-skills.org
www.city-and-guilds.co.uk

For up to date news and information on ESOL and basic & key skills, and to download standards, Core Curriculum and other resources

QCA website: www.qca.org.uk

To download ESOL Standards

Basic Skills Agency: www.basic-skills.co.uk

Basic Skills Agency Publications - Orderline
Admail 524
London
WC1A 1BR

Tel: 0870 600 2400

Fax: 0870 600 2401

Email: basicskills@twoten.press.net

To download or to order a hard copy of the ESOL Curriculum and for ESOL news and developments.

Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

Region	Telephone	Facsimile
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 8900	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 8139	020 7294 2419
City & Guilds Southern	020 7294 2677	020 7294 2403
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/ Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations Unit	020 7294 2800	020 7294 2400

Website www.city-and-guilds.co.uk

More information about City & Guilds basic skills learner and practitioner qualifications can be found at www.basic-skills.org.uk

Other queries

Type of query

General queries on City & Guilds' products and services

should be directed to

Customer services enquiries unit
email: enquiry@city-and-guilds.co.uk

Centre/scheme approval

City & Guilds regional/national office

Verification issues or queries
on the operation of a scheme

External verifier in the first instance
then City & Guilds regional/national office

Use of documentation

External verifier in the first instance
then City & Guilds regional/national office

For copies of publications contact Publications/Sales or order through 'Walled Garden'

Stock code: EN-00-3692