

8375 Level 3 Certificate for Essential Skills Practitioners

September 2011 Version 1.2
(November 2011)



Qualification at a glance

Subject area	Delivery of essential skills to adults
City & Guilds number	8375
Age group approved	19+
Entry requirements	Level 2
Assessment	Will be by means of practitioner portfolio
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate for Essential Skills Practitioners (Literacy)	8375-01	600/2783/6
Level 3 Certificate for Essential Skills Practitioners (Numeracy)	8375-02	600/2783/6
Level 3 Certificate for Essential Skills Practitioners (ESOL)	8375-03	600/2783/6



Contents

	Structure	4
1	Units	5
Unit 301	Adults and Young People as Essential Skills Learners	7
Unit 301	Adults and Young People as Essential Skills Learners	10
Unit 302	Assessment of Essential Skills (Numeracy)	13
Unit 303	Planning Essential Skills Learning (Numeracy)	17
Unit 304	Delivering Essential Skills (Numeracy)	21

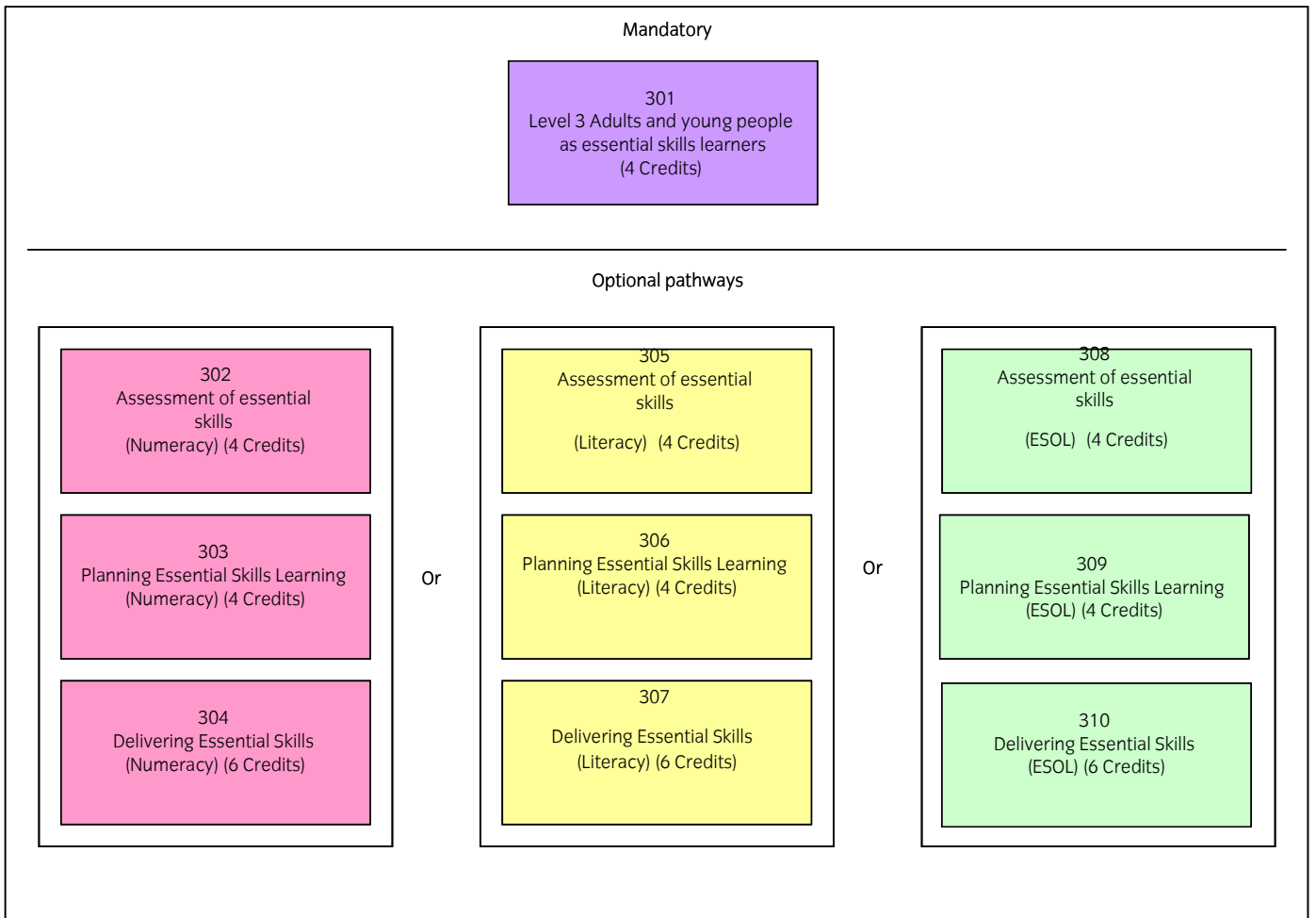


Structure

To achieve the Level 3 Certificate for Essential Skills Practitioners 8375, learners must achieve 4 credits from the mandatory unit and a minimum of 14 credits from the optional units available.

There are three pathways (Numeracy, Literacy and ESOL). The practitioner only has to achieve one of the pathway options to complete the qualification. Wording on the Certificate will reflect the pathway they followed.

However, if a practitioner wishes to complete an additional pathway there will be no requirement for them to repeat the mandatory unit and another Certificate will be awarded.





1 Units

Availability of units

The units which make up this qualification can be obtained from the following pages of this document. They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

Unit Number	Unit Title	Credits	QCF unit number
301	Adults and Young People as Essential Skills Learners	4	M/503/4423
302	Assessment of Essential skills (Numeracy)	4	T/503/4424
303	Planning Essential Skills Learning (Numeracy)	4	A/503/4425
304	Delivering Essential Skills (Numeracy)	6	F/503/4426
305	Assessment of Essential Skills (Literacy)	4	J/503/4427
306	Planning Essential Skills Learning (Literacy)	4	L/503/4428
307	Delivering Essential Skills (Literacy)	6	R/503/4429
308	Assessment of Essential Skills (ESOL)	4	R/503/4558
309	Planning Essential Skills (ESOL)	4	L/503/4431
310	Delivering Essential Skills (ESOL)	6	K/503/4436

Unit 301

Adults and Young People as Essential Skills Learners

UAN:	M/503/4423
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable effective working with essential skills learners through understanding of the importance of essential skills and the characteristics of learners.

Learning outcome
The learner will: 1. Understand the importance of essential skills to adults and young people
Assessment criteria
The learner can: 1.1 Define the nature and scope of essential skills 1.2 Explain the role of essential skills in the lives of adults and young people in society 1.3 Describe the possible consequences of adults and young people having essential skills needs

Learning outcome
The learner will: 2. Understand why adults and young people have essential skills needs
Assessment criteria
The learner can: 2.1 Describe a range of personal, social and economic reasons why adults and young people may have essential skills needs 2.2 Summarise the barriers to essential skills learning that adults and young people may experience

Learning outcome
The learner will: 3. Understand factors that may assist essential skills learning
Assessment criteria
The learner can: 3.1 Analyse different factors that motivate adults and young people to want to return to or continue learning 3.2 Describe different learning preferences that adults and young people have 3.3 Explain the importance of communication when working with adults and young people 3.4 Explain the value of relationship building and emotional intelligence when working with adults and young people 3.5 Describe different strategies that may be used to enable adults and young people to improve own learning

Learning outcome
The learner will: 4. Understand the role of diversity and inclusion in essential skills learning
Assessment criteria
The learner can: 4.1 Explain what is meant by 'diversity and inclusion' in the context of essential skills learning 4.2 Explain the effects that tutor values and attitudes in relation to diversity and inclusion may have 4.3 Identify relevant legal requirements in relation to diversity and inclusion 4.4 Compare different strategies to ensure diversity and inclusion in essential skills learning programmes

Learning outcome
The learner will: 5. Understand issues concerning the wellbeing of learners in relation to essential skills learning
Assessment criteria
The learner can: 5.1 Identify legal requirements in relation to essential skills learning, including the safeguarding of children and vulnerable adults 5.2 Summarise the main factors that need to be considered in relation to learner wellbeing, including emotional welfare

Learning outcome
The learner will: 6. Be able to build effective relationships with essential skills learners
Assessment criteria
The learner can: 6.1 Demonstrate effective communication skills with essential skills learners 6.2 Demonstrate how to build relationships with essential skills learners which enhance essential skills learning

Unit 301 Adults and Young People as Essential Skills Learners

Supporting information

Evidence requirements

AC 2.1 The range must be a minimum of five and must include personal, social and economic reasons.

AC 3.5 A minimum of three different strategies

AC6.1 and **AC 6.2** This must be observed within a real situation or situations which could be carried out at the same time as the observation of practice in units 4, 7 or 10. A simulated exercise would not be acceptable in this instance.

Guidance

Careful planning is recommended as a basis for concise evidence. A centre devised assignment or case study may be an appropriate method of assessing the criteria for outcomes 1-5.

Outcome 6 must be assessed by a tutor observation or by an expert witness statement.

Unit 302 Assessment of Essential Skills (Numeracy)

UAN:	T/503/4424
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable learners to use diagnostic assessment for numeracy effectively through the understanding of essential principles.

Learning outcome
The learner will: 1. Understand the principles and methods of the assessment of numeracy skills
Assessment criteria
The learner can: 1.1 Explain the purpose of: <ul style="list-style-type: none"> • initial assessment • diagnostic assessment • formative assessment (assessment for learning) • summative assessment 1.2 Describe different assessment tools and their application 1.3 Explain the reasons why assessment should be on-going during the development of numeracy skills learners

Learning outcome
The learner will: 2 Understand the types of errors that numeracy learners can make
Assessment criteria
The learner can: 2.1 Give examples of some types of errors that a numeracy learner may make 2.2 Explain the reasoning that the learner may have used when making these errors 2.3 Explain how learner background can influence the strategies they use

Learning outcome
The learner will: 3 Be able to carry out diagnostic assessment of numeracy skills
Assessment criteria
The learner can: 3.1 Describe the adaptations to the diagnostic assessment which may be required for: <ul style="list-style-type: none"> • Learners with disabilities • Learners with literacy needs • Learners from a different cultural background 3.2 Describe the elements of an appropriate numeracy assessment environment 3.3 Prepare numeracy learners for assessment 3.4 Carry out the diagnostic numeracy assessment of a learner

Learning outcome
The learner will: 4 Be able to analyse the results of the diagnostic testing of numeracy skills
Assessment criteria
The learner can: 4.1 Interpret the errors made during diagnostic testing by numeracy learners at 3 different levels 4.2 Analyse mental and written strategies that learners are using which are inefficient (for example, using repeated addition in place of multiplication)

Learning outcome
The learner will: 5 Be able to review and improve the process of numeracy assessment
Assessment criteria
The learner can: 5.1 Incorporate learners' feedback in review of the assessment process 5.2 Reflect on how assessment improvements can be made

Unit 302 Assessment of Essential Skills (Numeracy)

Supporting information

Evidence requirements

AC1.2 Minimum of three different tools, including one initial and one summative tool.

AC2.1 Minimum of four different types of errors. At least two to be within the four rules of number:

- addition
- subtraction
- multiplication
- division.

AC3.3 Prepare for numeracy assessment with three individual learners (diagnostic and/or summative). Assessment could be in the form of observation, expert witness testimony or reflective account.

AC4.1 Learners need to be level 1 or below. The assessment from AC 3.4 could be used. Two of the diagnostic assessments for analysis could be simulated in order to provide a broader range of errors.

AC 4.2 Learners or case studies from AC 4.1 could be used.

Guidance

Where feasible, holistic assessment is recommended.

Unit 303 Planning Essential Skills Learning (Numeracy)

UAN:	A/503/4425
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, prepare and negotiate numeracy learning with essential skills learners.

Learning outcome	
The learner will:	
1	Understand the principles and methods of planning numeracy targets with learners
Assessment criteria	
The learner can:	
1.1	Describe the elements of an effective numeracy learning programme
1.2	Describe the variation that may be found in a group of learners to include: <ul style="list-style-type: none"> • level of skills already acquired and how they are categorised (i.e. level) • speed of learning • background (social and cultural) • disability • learning preferences • literacy • motivations
1.3	Explain how these variations impact on the planning of numeracy programmes
1.4	Evaluate the importance of context when designing numeracy learning programmes

Learning outcome	
The learner will:	
2	Be able to negotiate numeracy targets with learners
Assessment criteria	
The learner can:	
2.1	Provide constructive feedback on the results of assessment to learners
2.2	Negotiate learning goals with learners based on assessment results
2.3	Agree and record SMART targets to achieve learning goals

Learning outcome	
The learner will:	
3	Be able to plan a numeracy learning programme
Assessment criteria	
The learner can:	
3.1	Construct a learning programme linked to agreed learning goals
3.2	Develop a programme to teach specific numeracy skills including: <ul style="list-style-type: none"> • aims and objectives • context • teaching resources (such as Cuisenaire rods, tarsia puzzles) • differentiation • assessment tasks

Learning outcome	
The learner will:	
4	Be able to prepare numeracy learning resources
Assessment criteria	
The learner can:	
4.1	Prepare learning resources for use within a planned learning programme
4.2	Adapt learning resources to satisfy factors such as additional learning needs and individual targets

Learning outcome
The learner will: 5 Understand how to evaluate a numeracy learning programme and the need for this to be on-going
Assessment criteria
The learner can: 5.1 Develop criteria with which to evaluate a numeracy learning programme 5.2 Explain how to incorporate learner feedback into the evaluation of a numeracy learning programme 5.3 Explain the issues that could arise during the implementation of the planned programme which may necessitate its revision

Unit 303 Planning Essential Skills Learning (Numeracy)

Supporting information

Evidence requirements

AC2.1 Provide feedback to three learners with different characteristics

AC2.2 Learners could be those used in AC 2.1

AC3.1 Minimum of six sessions

AC4.1 Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required

AC4.2 At least two resources should be adapted.

Guidance

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

Unit 304 Delivering Essential Skills (Numeracy)

UAN:	F/503/4426
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, deliver and evaluate numeracy sessions.

Learning outcome
The learner will: 1 Understand the principles and methods of delivering numeracy learning
Assessment criteria
The learner can: 1.1 Explain the following active learning methods and how they can be applied in the delivery of numeracy: <ul style="list-style-type: none"> • Build on the knowledge learners already have • Expose and discuss common misconceptions • Use higher order questions • Use cooperative group work • Encourage reasoning rather than 'answer getting' • Use rich collaborative tasks • Encourage transference of skills • Use technology

Learning outcome	
The learner will:	
2	Be able to plan numeracy learning sessions
Assessment criteria	
The learner can:	
2.1	Establish aims and objectives for the session with reference to assessment outcomes
2.2	Develop active learning approaches for the following numeracy topics: <ul style="list-style-type: none"> • place value • language of maths • number bonds and other addition subtraction facts and strategies • multiplication and division facts and strategies • measure • data handling • estimation • problem solving
2.3	Include active learning approaches within a numeracy programme

Learning outcome	
The learner will:	
3	Be able to deliver numeracy learning
Assessment criteria	
The learner can:	
3.1	Deliver sessions to learners, taking account of the following factors: <ul style="list-style-type: none"> • aims and objectives • resources • differentiation • assessment activities.

Learning outcome

The learner will:

- 4 Be able to evaluate and improve the delivery of numeracy programmes

Assessment criteria

The learner can:

- 4.1 Carry out an evaluation of essential skills numeracy delivery to include:
- learner progress in acquisition of skills
 - own performance
 - effectiveness of resources
 - effectiveness of assessment activities
 - suggestions for improvement

Unit 304 Delivering Essential Skills (Numeracy)

Supporting information

Evidence requirements

AC2.2 A worksheet for any of these topics would not be acceptable unless it was an integral part of the active learning strategy.

AC2.3 Strategies from AC 2.2 could be included in the programme. The programme could be that developed in unit 303

AC3.1 Observations should establish that plans have been implemented effectively on at least two occasions.

AC4.1 Evaluation should be of the sessions delivered in AC3.1.

Guidance

For learning outcome 3 the observation should establish that the lesson plans have been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

Unit 305 Assessment of Essential Skills (Literacy)

UAN:	J/503/4427
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable learners to use diagnostic assessment for literacy effectively through the understanding of essential principles.

Learning outcome	
The learner will:	
1	Understand the principles and methods of the assessment of literacy skills
Assessment criteria	
The learner can:	
1.1	Explain the purpose of: <ul style="list-style-type: none"> • initial assessment • diagnostic assessment • formative assessment (assessment for learning) • summative assessment
1.2	Describe different assessment tools and their application
1.3	Explain the reasons why diagnostic assessment should be on-going during the development of literacy learners

Learning outcome
The learner will: 2 Understand the types of errors that literacy learners can make
Assessment criteria
The learner can: 2.1 Give examples of the types of errors that literacy learners can make 2.2 Explain reasoning that literacy learners may have used when making errors 2.3 Explain how literacy learners' background may influence the strategies they use

Learning outcome
The learner will: 3 Be able to interpret literacy assessment outcomes
Assessment criteria
The learner can: 3.1 Carry out literacy assessments as appropriate to the needs of learners 3.2 Analyse the outcomes of range of literacy assessments 3.3 Provide constructive feedback on literacy assessments to learners

Learning outcome
The learner will: 4 Be able to diagnostically assess literacy strategies used by learners
Assessment criteria
The learner can: 4.1 Interpret the errors made by literacy learners at three different levels 4.2 Analyse the mental and written strategies that learners use that are inefficient 4.3 Make adaptations according to learner needs

Learning outcome
The learner will: 5 Be able to review and improve the process of literacy assessment
Assessment criteria
The learner can: 5.1 Incorporate learners' feedback in review of the assessment process 5.2 Reflect on how future improvements can be made to the assessment process

Unit 305 Assessment of Essential Skills (Literacy)

Supporting information

Evidence requirements

AC1.2 Minimum of three different tools, including one initial and one summative tool.

AC2.1 Minimum of four different types of errors. At least one of each to be in:

- reading
- writing

AC3.1 Prepare for literacy assessment with three individual learners (diagnostic and/or summative). Assessment could be in the form of observation, expert witness testimony or reflective account.

AC3.2 Assessment of reading and writing must be included. Assessments may also include speaking and listening

AC3.3 Evidence of verbal and written feedback must be presented. A summary of verbal evidence could be in the form of a written transcript or recording.

AC4.1 Errors should include those in reading and writing and may include speaking and listening

Guidance

Where feasible, holistic assessment is recommended.

Unit 306 Planning Essential Skills Learning (Literacy)

UAN:	L/503/4428
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, prepare and negotiate literacy learning with essential skills learners.

Learning outcome
The learner will: 1 Understand the principles and methods of planning literacy learning programmes
Assessment criteria
The learner can: 1.1 Explain the principles and elements of learning cycle models in relation to literacy learning 1.2 Describe the elements of an effective literacy learning programme 1.3 Describe how the learning environment can encourage a positive attitude to learning

Learning outcome
The learner will: 2 Be able to negotiate literacy learning targets with learners when planning
Assessment criteria
The learner can: 2.1 Negotiate individual learning goals with learners based on initial assessment results 2.2 Agree and record SMART targets to achieve learning goals 2.3 Develop learning plans with individual learners

Learning outcome
The learner will: 3 Be able to plan a literacy learning programme for learners
Assessment criteria
The learner can: 3.1 Construct a learning programme linked to agreed learning goals 3.2 Justify own choice of activities, methods and resources 3.3 Signpost opportunities to incorporate other skills 3.4 Plan for the differentiation of literacy learning according to learner needs

Learning outcome
The learner will: 4 Be able to prepare literacy learning resources
Assessment criteria
The learner can: 4.1 Prepare literacy learning resources for use within a planned learning programme 4.2 Adapt learning resources to satisfy factors such as additional learning needs and individual targets

Learning outcome
The learner will: 5 Understand how to evaluate a literacy learning programme and the need for this to be on-going
Assessment criteria
The learner can: 5.1 Develop criteria with which to evaluate the literacy learning programme 5.2 Explain how to incorporate learner feedback into the review of a literacy learning programme 5.3 Explain the issues that could arise during the implementation of the planned programme which may necessitate its revision

Unit 306 Planning Essential Skills Learning (Literacy)

Supporting information

Evidence requirements

AC1.1 Evidence may be presented in diagrammatic form.

AC2.1 Three Learners with different needs could mean:

- level
- literacy skills
- background

AC2.3 Learners could be those used in AC2.1

AC3.1 Minimum of six sessions

AC4.1 Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required

AC4.2 At least two resources to be adapted

AC5.1 At least 4 criteria.

Guidance

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

Unit 307 Delivering Essential Skills (Literacy)

UAN:	R/503/4429
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, deliver and evaluate literacy sessions.

Learning outcome
The learner will: 1 Understand the principles and methods of delivering literacy learning
Assessment criteria
The learner can: 1.1 Explain methods of engaging learners in literacy learning 1.2 Analyse good practice that reflects the effective use of principles and methods for delivering literacy 1.3 Evaluate specific issues that are relevant to literacy learning

Learning outcome
The learner will: 2 Be able to plan literacy learning sessions
Assessment criteria
The learner can: 2.1 Establish aims and objectives for the session with reference to assessment outcomes 2.2 Plan learning strategies and resources to match the requirements of learners in terms of: <ul style="list-style-type: none"> • reading and writing • listening and speaking 2.3 Produce a literacy session plan including timings, use of resources, differentiation and the opportunities for the use of other skills

Learning outcome

The learner will:

3 Be able to deliver literacy learning

Assessment criteria

The learner can:

3.1 Establish and maintain an inclusive learning environment

3.2 Implement the planned session

3.3 Communicate effectively with learners

3.4 Show evidence of differentiation

Learning outcome

The learner will:

4 Be able to evaluate and improve the delivery of literacy programmes

Assessment criteria

The learner can:

4.1 Evaluate session planning

4.2 Reflect on the use of strategies and resources taking account of learner feedback

4.3 Evaluate session delivery

4.4 Reflect on own performance

4.5 Adapt plans for changes in future sessions

Unit 307 Delivering Essential Skills (Literacy)

Supporting information

Evidence requirements

AC1.1 Learning to include:

- reading
- writing
- speaking
- listening

AC1.3 Learners should include an issue specific to literacy rather than a generic response regarding learning problems

AC2.2 Specific strategies for each of reading, writing and listening and speaking should be shown. The learners need to be aware of active learning strategies for each of these topics. A worksheet for any of these topics would not be acceptable unless it was an integral part of the active learning strategy

ACs 3.1-3.4 Evidence including session plans needs to be produced for at least two sessions. Observations must be by someone with at least a Level 3 qualification related to the delivery of literacy and considerable experience in teaching adult literacy

AC4.1 Evaluation could be of sessions delivered 3.1.

Guidance

For learning outcome 3 the observation should establish that the lesson plans have been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

Unit 308 Assessment of Essential Skills (ESOL)

UAN:	R/503/4558
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable learners to use diagnostic assessment for ESOL effectively through the understanding of essential principles.

Learning outcome	
The learner will:	
1	Understand the principles and methods of the assessment of ESOL skills for learning and progression
Assessment criteria	
The learner can:	
1.1	Describe how assessment tools and procedures need to: <ul style="list-style-type: none"> • reflect learners' real life language use • take account of the range of learners' linguistic and cultural backgrounds • take account of learners' prior educational experience • take account of any additional learner needs
1.2	Explain the roles of qualified ESOL practitioners in the assessment process
1.3	Describe the elements of an appropriate ESOL assessment environment
1.4	Explain the purpose of: <ul style="list-style-type: none"> • screening • initial assessment • diagnostic assessment • formative assessment (assessment for learning) • summative assessment
1.5	Compare different ESOL assessment tools and their use

Learning outcome
The learner will: 2 Be able to interpret the outcomes of initial and diagnostic assessments for an individual learner/group of learners
Assessment criteria
The learner can: 2.1 Describe a learner's assessed language skills and the factors affecting their learning identified through assessment 2.2 Based on assessment, describe: <ul style="list-style-type: none"> • a learner's language skills • factors affecting their learning 2.3 Develop learning objectives based on the assessment process 2.4 Describe some errors made by ESOL learners from different first languages

Learning outcome
The learner will: 3 Understand the role of feedback in improving learning
Assessment criteria
The learner can: 3.1 Describe sources of feedback, including: <ul style="list-style-type: none"> • self-assessment, • peer assessment • practitioner assessment • external assessment 3.2 Explain how to use feedback as a tool for improvement 3.3 Compare types of oral and written feedback in ESOL formative assessment including: <ul style="list-style-type: none"> • verbal corrective feedback • use of encouragement and praise • use of feedback sandwich • judgement statements • developmental statements • marking methods 3.4 Explain the impact of the assessor's own use of language in giving feedback

Learning outcome

The learner will:

- 4 Be able to review the ESOL assessment process

Assessment criteria

The learner can:

- 4.1 Explain the review process with ESOL learners and its role in developing learning
- 4.2 Describe how learner progress is recorded to support, inform and develop the learner
- 4.3 Conduct a review for an individual learner based on previous and on-going assessment and progression information
- 4.4 Reflect on how the assessment process can be improved

Unit 308 Assessment of Essential Skills (ESOL)

Supporting information

Evidence requirements

AC1.5 Minimum of three different tools, including one initial and one summative.

AC2.1 Cultural, educational and linguistic factors to be included

AC2.2 The same learner could be as used in AC2.1. Factors should include:

- cultural
- educational
- linguistic

AC2.4 Must be at least two different languages

Guidance

Where feasible, holistic assessment is recommended.

Unit 309 Planning Essential Skills (ESOL)

UAN:	L/503/4431
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, prepare and negotiate ESOL learning with essential skills learners.

Learning outcome
The learner will: 1 Understand basic aspects of English language structure and usage
Assessment criteria
The learner can: 1.1 Analyse English language for parts of speech and basic rules of syntax 1.2 Explain the meaning and functions of tenses 1.3 Explain basic aspects of word formation 1.4 Explain basic aspects of pronunciation and intonation

Learning outcome
The learner will: 2 Understand how ESOL learners learn language
Assessment criteria
The learner can: 2.1 Evaluate some current approaches in language learning and teaching 2.2 Describe some methods of introducing and teaching new language points 2.3 Evaluate individual learner factors influencing ESOL learning and progress

Learning outcome
The learner will: 3 Understand the principles and methods of planning ESOL learning programmes
Assessment criteria
The learner can: 3.1 Evaluate elements of an effective ESOL learning programme 3.2 Explain the role of curriculum tools and standards in planning 3.3 Explain how 'citizenship' is integrated into learning programmes 3.4 Explain how the learning environment can encourage a positive attitude to support learning

Learning outcome
The learner will: 4 Be able to develop an ESOL learning programme
Assessment criteria
The learner can: 4.1 Plan a learning programme for an individual learner based on assessment information and learner needs 4.2 Prepare a group profile from the results of initial assessments for a group of ESOL learners 4.3 Design a set of ESOL group learning goals developed from initial assessment information and the group profile 4.4 Design strategies, activities and resources to develop language for an individual learner through: <ul style="list-style-type: none"> • speaking and listening skills • reading and writing skills 4.5 Develop a short basic scheme of work to meet the ESOL learners' needs, including: <ul style="list-style-type: none"> • appropriate teaching strategies, • activities and resources • an embedded 'Citizenship' element

Learning outcome
The learner will: 5 Be able to prepare ESOL learning resources
Assessment criteria
The learner can: 5.1 Prepare learning resources for use within a planned learning programme 5.2 Demonstrate some differentiation in the choice of learning resources, including recognition of ESOL learner group diversity 5.3 Adapt learning resources to satisfy factors such as additional learning needs and individual targets

Learning outcome
The learner will: 6 Understand how to evaluate an ESOL learning programme and the need for this to be on-going
Assessment criteria
The learner can: 6.1 Develop criteria with which to evaluate the learning programme 6.2 Explain how to incorporate feedback from learners and self-evaluation in the review of planning, implementation and learning resources 6.3 Describe issues that could arise during the implementation of the planned programme which may necessitate its revision 6.4 Justify choice of activities, methods and resources to develop English language

Unit 309 Planning Essential Skills (ESOL)

Supporting information

Evidence requirements

AC2.2 Two different methods must be presented.

AC4.1 Minimum of six sessions

AC4.2 Group should comprise of a minimum of three learners

AC4.3 A minimum of three group learning goals to be established

AC5.1 Resources could be paper-based, electronic, kinaesthetic, etc. At least three resources are required.

AC5.3 At least two resources are required.

Guidance

For learning outcome 1 practitioners may provide a short study of a group of essential skills learners.

For learning outcome 2 where feasible, holistic assessment is recommended.

Unit 310 Delivering Essential Skills (ESOL)

UAN:	K/503/4436
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is supported by The Welsh Assembly Government and The Learning and Skills Improvement Service (LSIS)
Aim:	The aim of this unit is to enable practitioners to plan, deliver and evaluate ESOL sessions.

Learning outcome
The learner will: 1 Understand some of the basic principles and methods of facilitating ESOL learning
Assessment criteria
The learner can: 1.1 Explain methods of engaging ESOL learners and how this relates to effective language learning 1.2 Describe some current methods and techniques for introducing and developing new language points 1.3 Analyse some aspects of good practice in ESOL delivery and learning

Learning outcome	
The learner will:	
2	Be able to produce ESOL session plans
Assessment criteria	
The learner can:	
2.1	Establish aims and objectives for an ESOL learning session with reference to assessment information and individual or group profiles
2.2	Plan an ESOL session including language learning strategies, activities and resources to match the requirements of the learner(s)
2.3	Produce an ESOL session plan including: <ul style="list-style-type: none"> • language learning objectives • timings • use of resources • interaction models (where group), differentiation • 'citizenship' (where appropriate)
2.4	Prepare resources to support the planned ESOL session

Learning outcome	
The learner will:	
3	Be able to deliver an ESOL learning session
Assessment criteria	
The learner can:	
3.1	Deliver the planned session, including the delivery of a range of language learning strategies and activities
3.2	Motivate ESOL learner(s) throughout the session
3.3	Communicate at appropriate language level(s) with learner(s), including with those with low level ESOL language skills
3.4	Establish and maintain an inclusive learning environment which reflects respect and value for culture and background
3.5	Demonstrate recognition of the range of ESOL differentiation needs in delivery

Learning outcome
The learner will: 4 Be able to evaluate an ESOL learning session
Assessment criteria
The learner can: 4.1 Evaluate delivered learning session against language learning objectives 4.2 Explain how changes could be made to the session for improvement, following evaluation and reflection

Unit 310 Delivering Essential Skills (ESOL)

Supporting information

Evidence requirements

AC1.2 At least three different methods must be presented and these must be to learners at a minimum of two different levels

AC3.1-3.5 Evidence including session plans needs to be produced for at least two sessions. Observations must be by someone with at least a Level 3 qualification related to the delivery of ESOL and extensive experience in delivering ESOL

AC4.1 Evaluation could be of sessions delivered in 3.1.

Guidance

For learning outcome 3 the observation should establish that the lesson plans has been followed.

For learning outcome 4 it will be acceptable for evidence to consist of evaluation of one or two sessions.

Where feasible, holistic assessment is recommended.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com