QUALIFICATION HANDBOOK

ESOL Skills for Life (4692)

June 2023 Version 3.8

City & Guilds

MATHS & ENGLISH

Qualification at a glance

Subject area	**Maths and English**
City & Guilds number	4692
Age group approved	all
Entry requirements	none
Assessment	**Entry Level:** externally set by City & Guilds and marked internally by centres. **Levels 1-2 (Writing and Speaking and Listening):** externally set by City & Guilds and marked internally by centres. **Levels 1-2 (Reading):** externally set and marked by City & Guilds.
Fast track	Available for centres holding approval for the previous suite of City & Guilds ESOL Skills for Life (3692) qualifications at the time they closed (August 2014).
Support materials	Centre qualification handbook Assessment packs (for internal assessments)
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Version and date	Change detail	Section
2.0 January 2015	Recognising prior achievement	**4 Assessment**
27 February 2015	Access Arrangements amended for Reading, Writing speaking & Listening and Applying for adjustments	**4 Assessment**
24 June 2015	Pass mark ranges added to the test specifications	**4 Assessment**
24 April 2017	Clarified registration requirement	**4 Assessment**
3.4 September 2017	Added TQT and GLH details	**Qualification at a Glance, Structure**
	Deleted QCF	**Throughout, Footer**

3.7 April 2019	Updated references to related City and Guilds qualifications.	**1 Introduction**
	Updated changes in test spec and units	**Test spec and units (101 and 201)**
3.8 June 2023	Removed images and reformatted document to align to the left.	**Throughout document**

Awards – single-mode qualifications

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	76	90	4692-01	601/4186/4
Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	76	90	4692-01	601/4187/6
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	85	110	4692-01	601/4188/8
Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	76	90	4692-01	601/4189/X
Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	76	90	4692-01	601/4190/6
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	85	110	4692-01	601/4191/8
Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	55	90	4692-01	601/4192/X
Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	86	110	4692-01	601/4193/1
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	73	120	4692-01	601/4194/3
Level 1 Award in ESOL Skills for Life (Reading)	66	110	4692-01	601/4195/5
Level 1 Award in ESOL Skills for Life (Writing)	82	110	4692-01	601/4196/7
Level 1 Award in ESOL Skills for Life (Speaking and Listening)	73	120	4692-01	601/4197/9
Level 2 Award in ESOL Skills for Life (Reading)	66	110	4692-01	601/4198/0
Level 2 Award in ESOL Skills for Life (Writing)	82	110	4692-01	601/4199/2
Level 2 Award in ESOL Skills for Life (Speaking and Listening)	73	120	4692-01	601/4200/5

Certificates – full-mode qualifications

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Entry Level Certificate in ESOL Skills for Life (Entry 1)	204	290	4692-02 4692-92	601/4075/6
Entry Level Certificate in ESOL Skills for Life (Entry 2)	204	290	4692-02 4692-92	601/4077/X
Entry Level Certificate in ESOL Skills for Life (Entry 3)	210	320	4692-02 4692-92	601/4078/1
Level 1 Certificate in ESOL Skills for Life	221	340	4692-02 4692-92	601/4079/3
Level 2 Certificate in ESOL Skills for Life	221	340	4692-02 4692-92	601/4076/8

www.cityandguilds.com

Contents

1   Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for learners living in the UK for whom English is a second or additional language.
What do the qualifications cover?	These qualifications cover the linguistic modes of reading, writing, speaking and listening, as defined by the National Standards for Adult Literacy. They align with the Adult ESOL Core Curriculum.
Who did we develop the qualification with?	These qualifications have been developed in association with a range of providers and employers.
What opportunities for progression are there?	These qualifications allow learners to focus their English language development on Reading, Writing or Speaking and Listening, as well as enabling them to gain a full-mode qualification covering all of these. The qualifications are available across five levels (Entry 1 to Level 2), allowing progression through the levels.
	Learners may progress from these qualifications to:
	• further qualifications in English (eg Functional Skills, Essential Skills Communication or GCSE)
	• other City & Guilds qualifications (eg in a particular vocational area or to support employability and personal/professional development).
	Acquiring English language skills to communicate effectively may also help learners to seek employment.

Structure

Single-mode (Award-sized) qualifications

Each single-mode qualification consists of a single mandatory unit. The units and credit values applicable to each qualification are detailed below:

Qualification	Unit title	City & Guilds unit number	Credit value
Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	Reading to obtain information	4692-011	9
Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	Writing to convey information	4692-012	9
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	Speaking and listening to obtain and convey information	4692-013	11
Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	Reading to obtain information	4692-021	9
Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	Writing to convey information	4692-022	9
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	Speaking and listening to obtain and convey information	4692-023	11
Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	Reading to obtain information	4692-031	9
Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	Writing to convey information	4692-032	11
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	Speaking and listening to obtain and convey information	4692-033	12
Level 1 Award in ESOL Skills for Life (Reading)	Reading to obtain information	4692-101	11
Level 1 Award in ESOL Skills for Life (Writing)	Writing to convey information	4692-102	11
Level 1 Award in ESOL Skills for Life (Speaking and Listening)	Speaking and listening to obtain and convey information	4692-103	12
Level 2 Award in ESOL Skills for Life (Reading)	Reading to obtain information	4692-201	11
Level 2 Award in ESOL Skills for Life (Writing)	Writing to convey information	4692-202	11
Level 2 Award in ESOL Skills for Life (Speaking and Listening)	Speaking and listening to obtain and convey information	4692-203	12

Full-mode (Certificate-sized) qualifications

The full-mode qualifications each require completion of all three mode units **at the level of the qualification or higher**. The rules of combination applicable to each qualification are detailed below:

Qualification	Minimum units required	Minimum credits required
Entry Level Certificate in ESOL Skills for Life (Entry 1)	One unit in **Reading** at Entry 1 or higher: 4692-011, -021, -031, (-101 or -501), (-201 or -601) plus one unit in **Writing** at Entry 1 or higher: 4692-012, -022, -032, -102 or -202 plus one unit in **Speaking and Listening** at Entry 1 or higher: 4692-013, -023, -033, -103 or -203 (including **at least** one unit **at** Entry 1: 4692-011, -012 or -013) plus certification module 4692-901	29
Entry Level Certificate in ESOL Skills for Life (Entry 2)	One unit in **Reading** at Entry 2 or higher: 4692-021, -031, (-101 or -501), (-201 or -601) plus one unit in **Writing** at Entry 2 or higher: 4692-022, -032, -102 or -202 plus one unit in **Speaking and Listening** at Entry 2 or higher: 4692-023, -033, -103 or -203 (including **at least** one unit **at** Entry 2: 4692-021, -022 or -023) plus certification module 4692-902	29
Entry Level Certificate in ESOL Skills for Life (Entry 3)	One unit in **Reading** at Entry 3 or higher: 4692-031, (-101 or -501), (-201 or -601) plus one unit in **Writing** at Entry 3 or higher: 4692-032, -102 or -202 plus one unit in **Speaking and Listening** at Entry 3 or higher: 4692-033, -103 or -203 (including **at least** one unit **at** Entry 3: 4692-031, -032 or -033) plus certification module 4692-903	32
Level 1 Certificate in ESOL Skills for Life	One unit in **Reading** at Level 1 or higher: 4692(-101 or -501), (-201 or -601) plus one unit in **Writing** at Level 1 or higher: 4692-102 or -202 plus one unit in **Speaking and Listening** at Level 1 or higher: 4692-103 or -203 (including **at least** one unit **at** Level 1: 4692(-101 or -501), (-102 or -103) plus certification module 4692-904	34
Level 2 Certificate in ESOL Skills for Life	One unit in **Reading** at Level 2: 4692-201 or -601 plus one unit in **Writing** at Level 2 4692-202 plus one unit in **Speaking and Listening** at Level 2:	34

Qualification	Minimum units required	Minimum credits required
	4692-203 plus certification module 4692-905	

Note: To claim prior achievement for a unit the corresponding proxy unit number should be used when submitting results. Please see page 32 for further details.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	76	90
Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	76	90
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	85	110
Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	76	90
Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	76	90
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	85	110
Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	55	90
Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	86	110
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	73	120
Level 1 Award in ESOL Skills for Life (Reading)	66	110
Level 1 Award in ESOL Skills for Life (Writing)	82	110
Level 1 Award in ESOL Skills for Life (Speaking and Listening)	73	120
Level 2 Award in ESOL Skills for Life (Reading)	66	110
Level 2 Award in ESOL Skills for Life (Writing)	82	110
Level 2 Award in ESOL Skills for Life (Speaking and Listening)	73	120
Entry Level Certificate in ESOL Skills for Life (Entry 1)	204	290

Entry Level Certificate in ESOL Skills for Life (Entry 2)	204	290
Entry Level Certificate in ESOL Skills for Life (Entry 3)	210	320
Level 1 Certificate in ESOL Skills for Life	221	340
Level 2 Certificate in ESOL Skills for Life	221	340

Relationship with other City & Guilds maths and English qualifications

In addition to the ESOL Skills for Life qualifications, City & Guilds offers a range of other qualification suites to support the development of English (language and literacy) and mathematics:

England:
- English/Mathematics Skills (3847)
- Principles of Using English/Mathematics (3844)
- Functional Skills (3748)

Northern Ireland
- Essential Skills (NI) (4800)

Wales
- Essential Skills for Work and Life (3846)
- Essential Skills Wales (3868)

For further details about each of these qualifications, as well as our range of maths and English teaching and learning resources, please visit **www.cityandguilds.com/mathsandenglish**.

2   Centre requirements

Approval

Both centre and qualification approval must be gained before these qualifications may be delivered. Prospective centres should note the following additional approval conditions.

Eligibility for qualification approval

The ESOL Skills for Life qualifications are only available to centres and learners based within the United Kingdom. Any UK-based organisations needing to conduct assessments outside of the UK for operational reasons (eg HM Forces) must agree this **in advance** with City & Guilds.

Any centre offering these qualifications must be subject to public inspection (eg by Ofsted, ETI, Estyn or HMIE, as applicable) or, if the centre's ESOL provision is not subject to inspection (eg because no public funding is being sought), City & Guilds may at its discretion accept independent monitoring of the centre's teaching and learning by an alternative external organisation, such as the Accreditation Service for International Colleges (ASIC) or Accreditation Body for Language Services (ABLS).

Any such alternatives must be agreed **in advance** with the centre's managing City & Guilds Quality team. The scope of any external inspection/monitoring activity must include all of the centre's provision that leads to these qualifications.

Approval arrangements for centres offering previous ESOL Skills for Life (3692) qualifications

Provided your centre has current approval and has offered City & Guilds' previous suite of ESOL Skills for Life qualifications (3692) within the last two years, you will be approved automatically to register learners for the 4692 suite of qualifications.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications, noting all variations from 3692.

Approval arrangements for other City & Guilds centres

To offer these qualifications, centres will need to gain qualification approval through the standard Qualification Approval Process. Please refer to the Centre Manual - *Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Approval arrangements for non-City & Guilds centres

To offer these qualifications, new centres will need to gain **both** centre and qualification approval. Please refer to the Centre Manual - *Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Resource requirements

Centre staffing

Centre staff delivering these qualifications must demonstrate:

- that they have a detailed understanding of the **Adult ESOL Core Curriculum** and the National Standards for Adult Literacy
- (for any internal assessments) that they fully understand, and are able to apply, the relevant marking/assessment criteria.

City & Guilds strongly recommends that any staff involved in the delivery of these qualifications should work towards a recognised teacher training qualification and/or ESOL subject specialist teaching qualification. Depending on the delivery setting/location, this might be necessary to obtain public funding.

Internal assessment – key roles

The following units from these qualifications are assessed **internally**:

- all units at Entry Levels 1, 2 and 3
- Writing units at Levels 1 and 2
- Speaking and Listening units at Levels 1 and 2.

To meet the quality assurance requirements for these units, the centre must ensure that each of the following roles is undertaken:

- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC)
  (if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s)
- Interlocutor(s) (for any Speaking and Listening assessments).

An **interlocutor** is responsible for facilitating discussion with the candidate during Speaking and Listening assessments. Each of the other above roles is defined in the Centre Manual - *Supporting Customer Excellence*.

Any centre staff actively involved in the assessment of these qualifications (eg as an assessor, interlocutor or internal quality assurer) will need to demonstrate their understanding of the standards/curriculum, assessment and the assessment part of the qualification approval process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Please note Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

For further details about the internal assessment process, please see 'Obtaining, storing and administering the internally-assessed assignments' from page 25.

External assessment – key roles

The following units of these qualifications are assessed **externally**:

- Reading at levels 1 and 2.

To meet the assessment conduct requirements for these components, the centre must ensure that each of the following roles is undertaken:

- Head of Centre
- Centre Contact
- Examinations Invigilator.

Each of these roles is defined in the Centre Manual - *Supporting Customer Excellence*.

In practice, there will almost always be more than one invigilator within the centre, and in large organisations this activity will often be co-ordinated by a centralised examinations officer/team. Nevertheless, the Centre Contact remains the formal point of accountability, and it is crucial for that person to have clear oversight of all of the centre's internal **and** external assessment activity.

For further details about the external assessment process, please see 'Accessing the Reading tests at Levels 1 and 2', from page 21.

Continuing professional development (CPD)

Centres must support their staff to ensure that delivery, mentoring, training, assessment and verification are in line with best practice, taking account of any national or legislative developments.

Learner entry requirements

City & Guilds do not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There are no age restrictions for these qualifications, however they are intended for learners over the age of 14.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- their current English language capabilities and areas for development
- any ESOL or other English language qualifications/units they may have completed previously
- the ESOL Skills for Life qualification(s) and level(s) they should work towards
- any other qualifications that may be appropriate, eg in mathematics, employability or a particular vocational area.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the ESOL Skills for Life qualification(s) they work towards, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

In addition to this handbook, the following resources are available for these qualifications:

Description	How to access
Adult ESOL Core Curriculum	
Sample Entry Level assignments	
Sample Level 1-2 Writing and Speaking and Listening assignments	ESOL Skills for Life (4692) qualifications webpage (**www.cityandguilds.com**)
Sample Level 1-2 Reading tests and sample multiple choice answer sheet	
Maths and English e-Toolkit: a range of digital teaching and learning resources (see further details below)	via SmartScreen.co.uk (NB: a subscription is required to access some resources)

Maths and English e-Toolkit: digital teaching and learning resources

City & Guilds provides a wealth of teaching and learning resources designed to support the development of maths and English.

Developed in collaboration with City & Guilds Kineo, the leading global e-learning services company, the resources bring maths and English learning to life, helping tutors to deliver fresh and engaging lessons and ensure their learners receive flexible, tailored and relevant learning.

The materials are aligned to the National Standards for Adult Numeracy and Literacy, and are available from Entry 1 to Level 2. They are deliberately **not qualification-specific**, so can be used to support language/literacy/numeracy learning in almost any setting – regardless of any particular qualifications that learners might be aiming to complete.

Resources for tutors include:
- live tutor community for sharing best practice
- delivery plans for every sub-topic
- tutor guides and recommended resources
- interactive activities complete with guidance sheets
- audio and video clips that enhance lesson plans
- easy access to qualification advisors and consultants.

Resources for learners include:
- interactive activities complete with guidance sheets
- recommended resources to help make learning easier
- e-learning (for desktop and mobile devices)
- audio and video clips that really bring topics to life
- quizzes, revision videos and cards add variety and interest.

In addition to the teaching and learning resources, an **initial and diagnostic assessment** tool is also available as part of the e-Toolkit.

For further information about the e-Toolkit, including sample content, please visit
www.cityandguilds.com/mathsandenglish.

4   Assessment

Summary of assessment models

Depending on the unit and level being attempted, assessment is either

- **externally** assessed by City & Guilds (via a test); or
- **internally** assessed by the centre (via an assignment set by City & Guilds), with internal quality assurance by the centre and external quality assurance by City & Guilds.

Please note all learners **must** be registered for this qualification prior to beginning their assessment.

Both the external and internal and assessments:

- are summative and must take place under supervised conditions
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the assessment topics
- must be **entirely** candidates' own unaided work.

The following units are externally assessed:

City & Guilds unit number	Level	Unit title	How to access assignments
4692-101 (paper) 4692-501 (onscreen)	Level 1	Reading to obtain information	The test is available either as a paper-delivered test or as an onscreen test. See 'Accessing the Reading tests at Levels 1 and 2' (from page 22) for further details.
4692-201 (paper) 4692-601 (onscreen)	Level 2	Reading to obtain information	

The following units are internally assessed:

City & Guilds unit number	Level	Unit title	How to access assignments
4692-011		Reading to obtain information	
4692-012		Writing to convey information	
4692-013	Entry 1	Speaking and listening to obtain and convey information	
4692-021		Reading to obtain information	
4692-022		Writing to convey information	
4692-023	Entry 2	Speaking and listening to obtain and convey information	All live assignments are available to download from the ESOL Skills for Life (4692) qualifications webpage (**www.cityandguilds.com**). A password is required to access these documents – available from the Catalogue page on City & Guilds' Walled Garden.
4692-031		Reading to obtain information	
4692-032		Writing to convey information	
4692-033	Entry 3	Speaking and listening to obtain and convey information	See 'Obtaining, storing and administering the internally-assessed assignments' (from page 25) for further details.
4692-102		Writing to convey information	
4692-103	Level 1	Speaking and listening to obtain and convey information	
4692-202		Writing to convey information	
4692-203	Level 2	Speaking and listening to obtain and convey information	

Accessing the Reading tests at Levels 1 and 2

The externally-assessed Reading tests are available in two formats:

- **Named on Demand (paper delivery)**
  The Named on Demand (NoD) model involves the use of paper-based assessment materials. There are no fixed assessment 'windows', although each assessment sitting must be pre-booked.

- **Onscreen delivery (via the e-volve system)**
  The onscreen model involves assessments delivered and completed entirely within *e-volve*, City & Guilds' onscreen assessment platform.

  As with Named on Demand, there are no fixed assessment 'windows', and each assessment must be pre-booked (this can be as little as 30 minutes before it takes place). Candidates' work is sent **directly** from the e-volve system to City & Guilds for marking.

Choosing the right model

It is important to appreciate that neither of these delivery models will necessarily suit all candidates, eg some might be more accustomed to reading documents on paper than onscreen, whereas others may find an onscreen assessment less intimidating than a paper 'exam'. When deciding which model to use, centre staff should think carefully about the individual needs and preferences of their learners rather than necessarily choosing the model that is administratively more convenient for the centre.

In particular it is important to appreciate that e-volve is a 'closed' system and consequently has far less in-built scope for presentational adjustments to accommodate candidates with specific access requirements.

There is no need to specify in advance (other than when booking assessments) whether candidates intend to use Named on Demand or Onscreen delivery

Specifications for Reading tests at levels 1 and 2

Level 1   (4692-101 / 4692-501)

Duration: 1 hour
Format: Multiple Choice (1 mark per question)

Learning Outcome	Assessment Criteria	Number of marks/ questions	Facility Value
1. Read a range of texts for different purposes.	1.1 trace the main events of a range of **texts**	13-16	80
	1.2 distinguish between the different **purposes** of texts		
	1.3 use **organisational and structural features** to extract information from text		
	1.4 scan texts to locate information		
	1.5 read to obtain specific detail		
2. Apply principles of text when reading.	2.1 identify **grammatical features** and purpose in text	18-20	70
	2.2 use **strategies** to work out the meaning of words		
	2.3 identify **punctuation features** and purpose in text		
3. Use strategies to locate text and information.	3.1 use **reference material** to obtain information	6-8	60
	3.2 use **features** of text to locate information		
		40	

Pass Marks

The pass range for these tests is between 24 and 27 depending on the version issued. All grades are set using stringent boundary setting criteria.

Level 2   (4692-201 / 4692-601)

Duration: 1 hour
Format: Multiple Choice (1 mark per question)

Learning Outcome	Assessment Criteria	Number of marks/ questions	Facility Value
1. Read a range of texts for different purposes	1.1 trace the main events of a range of **texts**	20-23	80
	1.2 distinguish between the different **purposes** of a range of texts		
	1.3 read critically to **evaluate** information from a variety of texts		
	1.4 scan texts to locate information		
	1.5 read to obtain specific detail		
	1.6 read an argument and identify the points of view		
2. Apply principles of text when reading	2.1 identify **grammatical features** and purpose in text	14-16	70
	2.2 identify **punctuation features** and purpose in text		
	2.3 use **strategies** to work out the meaning of words		
3. Use strategies to locate text and information	3.1 use **reference material** to obtain information	3-5	60
	3.2 use organisational **systems** to locate information		
	3.3 use the organisational **features** of text to locate information		
		40	

Pass Marks

The pass range for these tests is between 25 and 29 depending on the version issued. All grades are set using stringent boundary setting criteria.

Obtaining, storing and administering the internally-assessed assignments

All live assignment documents can be downloaded from the ESOL Skills for Life qualifications webpage. They are located within a section of the webpage marked 'Assessment Materials' and organised by **level**.

Please ensure that only the **live** materials are used to carry out candidate assessments. The sample assignments are intended for assessment preparation/practice or staff training purposes.

In each case several assignment titles are available; they cover a range of topics, and it is expected that centres will select the title(s) most likely to engage their learners' interest. Nevertheless, candidates must not under any circumstances be coached on the topic before the assessment takes place, and all **live** material must be presented unseen.

The documents relating to each assignment title are contained within a password-protected *.zip* folder (passwords can be found on the relevant Catalogue pages on City & Guilds' Walled Garden). Centres can download these assignments and store them locally, however they must be aware that assignments are updated and replaced at regular intervals; it is essential that live assessments are **always** conducted using the most up-to-date version.

The Centre Contact must ensure that there are adequate internal controls on access to the live assignment bank, although it should be appreciated that Assessors, Qualification Co-ordinators and, if applicable, the Internal Quality Assurance Co-ordinator (IQAC) will require regular and ongoing access to the complete range of live assignments – partly so they can select titles appropriately, but also to facilitate internal standardisation.

Whilst it is understood that centres will need to download and store hard copies of the assignment documents locally in the immediate period before assessments take place, this should be kept to a minimum and centres should not 'stockpile' large quantities of these documents. All hard and electronic copies of the materials must be stored **securely** at all times.

Each assignment title comprises at least two documents:

- **Candidate's Paper**
  for the candidate to complete

- **Assessment Pack**
  for use by Assessors, Qualification Co-ordinators and IQACs.

All of the assignment documents are designed to be printed double-sided, and where possible this should be enabled – for environmental reasons, as well as to make the documents easier to use. The documents must be printed on A4 paper to their **exact intended size** (with printer page scaling set to 'None' rather than 'Shrink to printable area' or 'Fit to printable area'). Not doing so is likely to distort any graphics or diagrams included within these documents. If the Candidate's Paper needs to be enlarged for Access reasons, the candidate must also be given an 'actual size' copy of the paper as well – or, at the very least, any pages on which graphics or diagrams appear.

Conducting the assignments

Conduct arrangements for each individual assignment are described more fully in the relevant Assessment Pack. The following general points apply to **all** assignments:

1. **Assignments are summative and completed 'when ready'**
   They should only be attempted once the candidate is deemed to have the skills and knowledge necessary to achieve. There is no requirement to notify City & Guilds each time an assessment takes place, although the management of these assessments will be monitored

by City & Guilds as part of the External Quality Assurance process (see 'Quality Assurance', p28)

2. **Assignments must be completed under supervised conditions**
   This is distinct from formal examination conditions. For example, it is assumed the assessment will take place in the candidate's normal learning environment and, in some cases, the assignment need not be completed in one sitting. Supervision (by the assessor, interlocutor or another responsible adult) must be continuous.

3. **Assessments may (sometimes) be completed over more than one session**
   Where applicable, the Assessment Pack sets out how this is possible. If assessments are run over more than one session, these must be consecutive (with no teaching or preparation in between), but not necessarily on the same day. Candidates must not take any work away between assessment sessions.

4. **Candidates need only complete one assignment for each unit they are working towards**
   All activities must be completed to the required standard.

5. **Candidates must attempt a different assignment title if re-sitting or progressing to the next level**
   There is no minimum time between assessment attempts, although where candidates have been unsuccessful in any part of the assignment, they will need adequate opportunity for further practice in the relevant skills.

6. **Assessors must read the detailed guidance specific to each assignment title**
   This is contained in the Assessment Pack and includes details of any materials or equipment candidates will require, as well as marking guidance and the mark scheme.

7. **All materials must be collected in after the assessment**
   Candidates must not be allowed to retain any live assessment material. They may be shown their work in the course of receiving feedback from their Assessor, although they must not be allowed to keep or copy this. Any completed assignments and assessment records must be stored securely whilst being retained for Internal/External Quality Assurance (IQA/EQA) purposes, after which they should be destroyed.

8. **The 'Access to Assessment and Qualifications' section of City & Guilds' website sets out procedural arrangements for applying adjustments to assignments where candidates are entitled and eligible for this.**
   See the 'Access arrangements and permitted reasonable adjustments' section of this handbook, from page 28, for details of the range of permitted reasonable adjustments applicable to each unit (eg candidates completing a unit in Reading **cannot** be assisted by a human reader).

   The initial assessment process should identify any reasonable adjustments potentially needed during final assessment. These might involve presentational changes to the assignment materials and/or assistance with peripheral activity that does not form part of the assessment. However, any adjustments must not preclude candidates from **independent** achievement of the required standard.

The Interlocutor versus Assessor role in Speaking and Listening assessments
The Interlocutor role (responsible for facilitating discussion with the candidate) is distinct from that of an Assessor (responsible for making assessment decisions about each candidate).

Each role should be performed by different people with both present in the room whilst any Speaking and Listening assignments are taking place. However, it is also acceptable for the same person to fulfil both roles, providing they are not carried out simultaneously (eg if the assessment documentation is completed retrospectively, with audio recordings of each discussion used to help confirm assessment decisions).

In all cases candidates must be supervised by the interlocutor, assessor or another responsible adult throughout their Speaking and Listening assessment.

Quality Assurance

Any internal assessments are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process. This is described in the document Centre Manual - *Supporting Customer Excellence*.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions rather than to re-assess, although in practice the nature of any standardisation/sampling activity associated with these assignments will need to focus especially on ensuring marking schemes/criteria are applied correctly and assessments take place under the required conditions. When planning their IQA activity, centres should also give due consideration to the characteristics of their ESOL Skills for Life provision (eg range of sites, departments, staff and learners involved, internal decision-making processes) and ensure that their sampling strategies follow the principles known as 'CAMERA' (Candidates, Assessors, Methods of assessment, Evidence or Elements, Records, Assessment sites).

Access arrangements and permitted reasonable adjustments

The ESOL Skills for Life qualifications are designed to measure learners' ability to communicate effectively and independently through the medium of English. It is therefore crucial that learners undergo a rigorous process of initial assessment to ensure they are personally capable of meeting the required standard for any ESOL Skills for Life units they work towards.

The qualifications' assessments are designed to be inclusive and reflect common variations in learners' normal methods of working, although some candidates may still require specific reasonable adjustments to the presentation of assessment materials and/or the assessment environment to allow for particular methods of working.

The following inclusion statements set out the scope of any permitted reasonable adjustments which might be considered for each linguistic mode without compromising the purpose of these qualifications.

Reading

The Reading units each require learners to obtain information from text in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille.

Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for candidates to use screen reading technology if this is how they would normally read written documents and they are able to do so to the standard required by the assessment criteria. It would **not** be acceptable for candidates to be supported by a human reader.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to write (as long as responses are captured in an auditable form and are clearly authentic).

Access Arrangement	Permitted?
Additional time	Yes
Human reader	No
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes

Writing

The Writing units each require learners to convey information via text in the medium of English. 'Text' is defined as words that are written, printed, onscreen or in Braille, and which are presented in a way that is accessible for the intended audience.

Learners must be able to construct text independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for candidates to use voice recognition technology if this is how they would normally produce written documents and are able to operate this equipment to the level of accuracy required by the assessment criteria. It would **not** be acceptable for candidates to be supported by a human scribe.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to hand-write (eg text could be created using a word-processor or assistive technology).

Access Arrangement	Permitted?
Additional time	Yes
Reader (including computer)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	Yes
Human scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes

Speaking and Listening

The Speaking and Listening units each require learners to obtain and convey information via non-written communication in the medium of English. No other languages (including sign languages, such as BSL) may be used and any exchanges should normally be conducted face-to-face.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to read or write (as long as responses are captured in an auditable form and are clearly authentic).

Access Arrangement	Permitted?
Additional time	Yes
Reader (including computer)	Yes
Sign Language Interpreter	No
Scribe (including voice recognition)	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes

Applying for adjustments

General guidance on the process for applying for formal adjustments/modifications can be found in the

Access Arrangements and Reasonable Adjustments pages on

City & Guilds' website. Centres can contact our Access Arrangements team on **policy@cityandguilds.com** or **020 72942772**.

Adjustments to external assessments

Centres must apply for access arrangements for the externally marked Reading tests at Levels 1 and 2 where candidates. This includes:

- additional time
- scribes
- modified question papers (e.g. enlarged print, Braille, non interactive electronic question papers

the externally marked Reading tests at Levels 1 and 2 where candidates:

- are entitled to additional time
- require the test to be presented in a particular format (eg enlarged print, Braille, compatible with accessibility software).

Where candidates' normal way of working involves the use of accessibility tools, such as screen readers or magnifiers, centres should contact our Access Arrangements team (**policy@cityandguilds.com** or 020 7294 2772) to arrange for the test to be provided in a compatible format. For administrative purposes these assessments will be processed via the Named on Demand system, even though the content of the test is provided electronically.

Because e-volve is hosted within SecureAssess, a 'closed' platform that blocks access to most external applications and plug-ins whilst in use, only a limited range of presentational adjustments are possible where assessments are taken using the e-volve system. Where the in-built presentational adjustments are not sufficient to meet a particular candidate's needs, the assessment will need to be requested separately from City & Guilds.

When scheduling assessments on e-volve, it is possible to arrange time extensions where candidates are entitled to additional time (click the 'Show' button whilst on the assessment selection screen to display the additional fields). Centres must apply for permission and gain approval before scheduling tests with extra time.

Adjustments to internal assessments

In the case of the internally assessed units, centre do not need to apply for access arrangements, but should make sure their EQA is aware.

Most of the other permitted adjustments described above may be arranged locally, although the management of any access arrangements will be monitored by City & Guilds as part of the External Quality Assurance process (see 'Quality Assurance', page 28).

Recognising prior achievement of ESOL Skills for Life assessments from other qualifications

Whilst it is only possible to achieve the single-mode (Award-sized) qualifications by completing the relevant City & Guilds ESOL Skills for Life unit assessment, prior achievement of the following may be recognised for the purpose of achieving the **full-mode** (Certificate-sized) qualifications:

- individual components of the previous City & Guilds ESOL Skills for Life qualifications (3692)
- individual components from other awarding organisations' previous (NQF-based) ESOL Skills for Life qualifications
- individual units from other awarding organisations' current ESOL Skills for Life qualifications

Administrative arrangements for checking and claiming prior achievement

Whilst prior achievement of individual components from other ESOL Skills for Life qualifications may be counted towards the Certificate-sized ESOL Skills for Life qualifications *in lieu of* the relevant City & Guilds ESOL Skills for Life units, it is important to appreciate that this does **not** constitute achievement of these units, nor does it reflect their associated credit values. Where public funding is being sought, particular care should be taken to ensure double funding is not claimed in respect of learners' previous achievements.

The process of checking and claiming prior achievements must be overseen by the Centre Contact and monitored as part of the centre's Internal Quality Assurance (see 'Resource requirements', page 16, and 'Quality Assurance', page 28, for further details). Any learners seeking to bring forward prior achievements must be registered as a City & Guilds ESOL Skills for Life candidate using the full-mode qualifications 'top up' route (**4692-92**). In all cases **at least one** of the three modes required for certification (eg one of Reading, Writing or Speaking and Listening) must be achieved by completing the relevant City & Guilds ESOL Skills for Life (4692) unit assessment; prior achievement may be accepted in lieu of up to two of the remaining units.

Any proposed prior achievement claims must be checked and signed off by a Qualification Co-ordinator (or other person within the centre acting with the full authority of the Centre Contact). Achievements in each case **must** be evidenced by a unit/qualification certificate or official results statement (paper or electronic) from the issuing awarding organisation, that includes details of:

- the learner – ideally this should include a Unique Learner Number (ULN)
- the awarding organisation
- the component/unit (ie in Reading, Writing or Speaking and Listening) and level achieved
- when it was awarded.

An audit trail of the checking process must be available for scrutiny by City & Guilds as part of the External Quality Assurance (EQA) monitoring process.

Once each prior achievement has been checked and confirmed as bona fide, a Results Entry claim should be made to City & Guilds using the relevant 'proxy' module listed below:

Module number	Proxy Module number	Use when recording
4692-011	4692-311	Reading at Entry 1 (prior achievement from other ESOL Skills for Life qualification)
4692-012	4692-312	Writing at Entry 1 (prior achievement from other ESOL Skills for Life qualification)
4692-013	4692-313	Speaking and Listening at Entry 1 (prior achievement from other ESOL Skills for Life qualification)
4692-021	4692-421	Reading at Entry 2 (prior achievement from other ESOL Skills for Life qualification)
4692-022	4692-422	Writing at Entry 2 (prior achievement from other ESOL Skills for Life qualification)
4692-023	4692-423	Speaking and Listening at Entry 2 (prior achievement from other ESOL Skills for Life qualification)
4692-031	4692-731	Reading at Entry 3 (prior achievement from other ESOL Skills for Life qualification)
4692-032	4692-732	Writing at Entry 3 (prior achievement from other ESOL Skills for Life qualification)
4692-033	4692-733	Speaking and Listening at Entry 3 (prior achievement from other ESOL Skills for Life qualification)
4692-101/501	4692-801	Reading at Level 1 (prior achievement from other ESOL Skills for Life qualification)

4692-102	4692-802	Writing at Level 1 (prior achievement from other ESOL Skills for Life qualification)
4692-103	4692-803	Speaking and Listening at Level 1 (prior achievement from other ESOL Skills for Life qualification)
4692-201/601	4692-811	Reading at Level 2 (prior achievement from other ESOL Skills for Life qualification)
4692-202	4692-812	Writing at Level 2 (prior achievement from other ESOL Skills for Life qualification)
4692-203	4692-813	Speaking and Listening at Level 2 (prior achievement from other ESOL Skills for Life qualification)

There is no formal time limit on the use of prior achievements, although at least one of the three modes required for certification must be achieved through successful completion of a current (4692) unit.

5   Units

Availability of units

Each of the units applicable to these qualifications is set out in full on the following pages of this handbook.

Structure of units

These units each have the following:
- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to other standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 011 Reading to obtain information

UAN:	L/506/2276
Level:	Entry 1
Credit value:	9
GLH:	76
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy for Reading at Entry 1: • read and understand short texts with repeated language patterns on familiar topics • read and obtain information from common signs and symbols. Learners are expected to: • follow a short narrative on a familiar topic or experience (1.2.1) • recognise the different purposes of texts at this level (1.2.2) • possess a limited, meaningful sight vocabulary of words, signs and symbols (1.2.3) • decode simple, regular words (1.2.4) • recognise the letters of the alphabet in both upper and lower case (1.2.5). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's basic reading skills to enable them to obtain information from short documents.

Learning outcome
The learner will:
1. extract information from simple texts (1.2.1, 1.2.2, 1.2.4).
Assessment criteria
The learner can:
1.1 follow the gist of a simple written narrative. (Rt/E1.1a, Rs/E1.1a-b)
1.2 obtain information from texts (Rt/E1.1b, Rw/E1.2a)
1.3 identify the **genre** of simple texts (Rt/E1.2a).

Range
AC1.3 genre
simple forms, letters, emails, appointment cards, public signs and notices

Learning outcome
The learner will:
2. know letters of the alphabet, key words, signs and symbols (1.2.3, 1.2.5).
Assessment criteria
The learner can:
2.1 obtain information from signs and symbols (Rt/E1.2a Rw/E1.1a, , Rw/E1.3b)
2.2 identify the **letters** of the alphabet (Rw/E1.3a)
2.3 respond to key words used in everyday contexts (Rw/E1.1a).

Range
AC2.2 letters
upper and lower case

Unit 011   Reading to obtain information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.1 and 1.2 Reading and obtaining information should be carried out in familiar contexts to cover everyday topics or experiences.

AC2.1 Signs and symbols could include Danger, Exit, No smoking, Toilets, £ sign, numbers.

AC2.3 Key words include personal words eg name, address, nationality, telephone number.

Assessment requirements

The assessment criteria are based on the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 012   Writing to convey information

UAN:	Y/506/2281
Level:	Entry 1
Credit value:	9
GLH:	76
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 1: • write to communicate information to an intended audience. Learners are expected to: • use written words and phrases to record or present information (1.3.1) • construct a simple sentence (1.3.2) • punctuate a simple sentence with a capital letter and a full stop (1.3.3) • use a capital letter for personal pronoun 'I' (1.3.4) • spell correctly some personal key words and familiar words (1.3.5) • write letters of the alphabet using upper and lower case (1.3.6). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's basic writing skills to enable them to communicate written information to an intended audience.

Learning outcome
The learner will:
1. use written words and phrases (1.3.1, 1.3.5, 1.3.6).
Assessment criteria
The learner can:
1.1 form **letters** (Ww/E1.2a)
1.2 form **digits** (Ww/E1.2b)
1.3 spell correctly own personal key words and familiar words (Ww/E1.1a-c)
1.4 communicate using **simple texts** (Wt/E1.1a).

Range
AC1.1 letters lower and upper case letters **AC1.2 digits** digits 0-9 **AC1.4 simple texts** simple form, list, envelope, note, personal statement

Learning outcome
The learner will:
2. construct a simple sentence (1.3.2, 1.3.3,1.3.4).
Assessment criteria
The learner can:
2.1 construct a **written sentence** in the present simple tense (Ws/E1.1a)
2.2 use **basic punctuation** (Ws/E1.2a, Ws/E1.3a).

Range
AC2.1 written sentence subject-verb-object, subject–verb–prepositional phrase, questions, instructions **AC2.2 basic punctuation** capital letters at start of sentence, full stops, question marks, capital letters for names, places and dates, to write about oneself

Unit 012 Writing to convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Familiar words are those appropriate to learners at this level.

Assessment requirements

The assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 013 Speaking and listening to obtain and convey information

UAN:	M/506/2271
Level:	Entry 1
Credit value:	11
GLH:	85
Relationship to other standards:	This unit is mapped to the National Standards for Adult Literacy (Speaking and Listening) at Entry 1: • listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions • speak to communicate basic information, feelings and opinions on familiar topics • engage in discussion with another person in a familiar situation about familiar topics. Learners are expected to: • listen for the gist of short explanations (1.1.1) • listen for detail using key words to extract some specific information (1.1.2) • follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary (1.1.3) • listen and respond to requests for personal information (1.1.4) • speak clearly to be heard and understood in simple exchanges (1.1.5) • make requests using appropriate terms (1.1.6) • ask questions to obtain specific information (1.1.7) • make statements of fact clearly (1.1.8) • speak and listen in simple exchanges (1.1.9). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's basic speaking and listening skills to enable them to obtain and convey simple information on familiar topics.

Learning outcome
The learner will:
1. obtain information from oral communication by listening (1.1.1, 1.1.2, 1.1.3).
Assessment criteria
The learner can:

1.1	follow the gist of short **oral communication** (Lr/E1.1a-c)
1.2	listen for detail in short **oral communication** (Lr/E1.2a, Lr/E1.2c-d)
1.3	identify key information from **oral communication** (Lr/E1.2e)
1.4	**respond** to simple **oral communication** (Lr/E1.3a-b).

Range

AC1.1–AC1.4 oral communication
explanations and narratives via face to face conversations, video, audio recordings, telephone conversations

AC1.4 respond
follow single-step instructions and directions in a familiar context

Learning outcome

The learner will:

2. convey information in spoken communication (1.1.4, 1.1.5, 1.1.8)

Assessment criteria

The learner can:

2.1 **speak clearly** in a familiar situation. (Sc/E1.1a-b)

2.2 give verbal **information** clearly (Sc/E1.4a-e)

2.3 respond orally to simple **requests** (Lr/E1.4a-b).

Range

AC2.1 speak clearly
stress, intonation, articulate sounds to be comprehensible

AC2.2 information
simple statements of fact, personal details, directions, instructions, descriptions, clarification

AC2.3 requests
personal details, action

Learning outcome

The learner will:

3. take part in simple discussions (1.1.6, 1.1.7, 1.1.9).

Assessment criteria

The learner can:

3.1 take part in different **interactions** (Sd/E1.1a-b, Lr/E1.1d, Lr/E1.2b, Lr/E1.5b,c)

3.2 make **requests** to obtain information (Sc/E1.2a-b, Sc/E1.3a-d)

3.3 listen and respond to other points of view (Sd/E1.1c, Lr/E1.5a, d).

Range

AC3.1 interactions
social and formal, face to face, telephone, distance eg Skype

AC3.2 requests

request for an item eg Can I have a pen?, action, permission, information, directions and location, personal details, clarification

Unit 013   Speaking and listening to obtain and convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Spoken – the assessment criteria could be met by candidates watching video footage.

AC2.3 Requests could also include questions.

LO3 Discussions at this level would usually be between two people.

Assessment requirements

The assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 021   Reading to obtain information

UAN:	Y/506/2278
Level:	Entry 2
Credit value:	9
GLH:	76
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Reading) at Entry 2:
	• read and understand short, straightforward texts on familiar topics
	• read and obtain information from short documents, familiar sources and signs and symbols
	• trace and understand the main events of chronological and instructional texts.
	Learners are expected to:
	• trace and understand the main events of chronological and instructional texts (2.2.1)
	• recognise the different purposes of texts at this level (2.2.2)
	• identify common sources of information (2.2.3)
	• use images and captions to locate information (2.2.4)
	• read and understand linking words and adverbials in instructions and directions, eg next, then, right, straight on (2.2.5)
	• read and understand words on forms related to personal information, eg first name, surname, address, postcode, age, date of birth (2.2.6)
	• recognise high-frequency words and words with common spelling patterns (2.2.7)
	• use phonic and graphic knowledge to decode words (2.2.8)
	• use a simplified dictionary to find the meaning of unfamiliar words (2.2.9)
	• use initial letters to find and sequence words in alphabetical order (2.2.10).
	The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's reading skills to enable them to obtain information from straightforward documents.

Learning outcome
The learner will:
1. read a range of texts for different purposes (2.2.1, 2.2.2, 2.2.3, 2.2.7, 2.2.8).

Assessment criteria
The learner can:
1.1 trace the main events of different **texts** (Rt/E2.1a, Rs/E2.1b-d)
1.2 obtain information from **texts** (Rt/E2.1b, Rw/E2.2a, Rw/E2.3a)
1.3 state the different purposes of texts (Rt/E2.2a)
1.4 identify common sources of information (Rt/E2.3a).

Range
AC1.1 texts chronological and instructional texts **AC1.2 texts** everyday texts, everyday information

Learning outcome
The learner will:
2. follow instructional text (2.2.4, 2.2.5, 2.2.6).

Assessment criteria
The learner can:
2.1 use **images and captions** to obtain information (Rt/2.4a)
2.2 read **instructions and directions** (Rs/E2.1a)
2.3 respond to **key words** on forms (Rw/E2.1a).

Range
AC2.1 images and captions illustrations, simple maps, photos, diagrams and captions **AC2.2 instructions and directions** instructions on forms, linking words and adverbials in directions **AC2.3 key words** related to personal information and instructions

Learning outcome
The learner will:
3. be able to use alphabetical order (2.2.9, 2.2.10).

Assessment criteria
The learner can:
3.1 use a simple dictionary to find the meaning of a word (Rw/E2.4a)
3.2 use initial letters to sequence words in alphabetical order (Rw/E2.5a).

Unit 021 Reading to obtain information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Different purposes of text could be texts used to inform, sell, request action, instruct.

AC1.4 Common sources of information could be a letter, message, newspaper article, advert, notice, story, card, note, TV guide, email, poem, utility bill.

AC3.1 Simple dictionary – for assessment purposes the dictionaries used should be paper-based.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 022　　　Writing to convey information

UAN:	D/506/2282
Level:	Entry 2
Credit value:	9
GLH:	76
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 2: • write to communicate information with some awareness of the intended audience. Learners are expected to: • use written words and phrases to record or present information (2.3.1) • construct simple and compound sentences, using common conjunctions to connect two clauses, eg as, and, but (2.3.2) • use adjectives (2.3.3) • use punctuation correctly, eg capital letters, full stops and question marks (2.3.4) • use a capital letter for proper nouns (2.3.5) • spell correctly the majority of personal details and familiar common words (2.3.6) • produce legible text (2.3.7). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's basic writing skills to enable them to communicate written information to an intended audience.

Learning outcome
The learner will:
1. produce written information in different formats (2.3.1, 2.3.4, 2.3.5, 2.3.6).
Assessment criteria
The learner can:
1.1 present **written information** (Wt/E2.1a-b)
1.2 use correct **punctuation** (Ws/E2.3a, Ws/E2.4a)
1.3 spell correctly own personal details and familiar words (Ww/E2.1a-c

Range
AC1.1 written information

email, informal letter, message, complete a form, personal statement

AC1.2 punctuation
capital letters, full stops and question marks, use a capital letter for proper nouns

Learning outcome
The learner will:
2.   produce a descriptive text (2.3.2, 2.3.3, 2.3.7).
Assessment criteria
The learner can:
2.1 construct simple and **compound** sentences (Ws/E2.1a)
2.2 use adjectives and a range of tenses to produce descriptive text (Ws/E2.1a)
2.3 produce legible text (Ww/E2.2a).

Range
AC2.1 compound
common conjunctions to connect two clauses: and, or, but, as, because

Unit 022   Writing to convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Familiar words are those appropriate to learners at this level.

AC2.3 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 023　Speaking and listening to obtain and convey information

UAN:	T/506/2272
Level:	Entry 2
Credit value:	11
GLH:	85
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Entry 2: • listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions • speak to communicate information, feelings and opinions on familiar topics • engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics. Learners are expected to: • listen for and follow the gist of explanations, instructions and narratives (2.1.1) • listen for detail in short explanations, instructions and narratives (2.1.2) • listen for and identify the main points of short explanations or presentations (2.1.3) • listen to and follow short, straightforward explanations and instructions (2.1.4) • listen to and identify simply expressed feelings and opinions (2.1.5) • speak clearly to be heard and understood in straightforward exchanges (2.1.6) • make requests and ask questions to obtain information in everyday contexts (2.1.7) • respond to straightforward questions (2.1.8) • express clearly statements of fact and short accounts and descriptions (2.1.9) • ask questions to clarify understanding (2.1.10) • follow the gist of discussions (2.1.11) • follow the main points and make appropriate contributions to the discussion (2.1.12). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

Aim:	The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey straightforward information on familiar topics.

Learning outcome
The learner will:
1. obtain information from oral communication by listening (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5).
Assessment criteria
The learner can:
1.1 follow the gist of **oral communication** in different contexts. (Lr/E2.1a-d)
1.2 listen for detail in **oral communication** in different contexts (Lr/E2.2a-d)
1.3 identify the main points in different **contexts** (Lr/E2.3a-c)
1.4 respond to oral communication in different **contexts** (Lr/E2.4a)
1.5 identify simply expressed **opinions** in oral communication (Lr/E2.6a).

Range
AC1.1-AC1.2 oral communication
explanations, instructions, narratives, conversations, discussions
AC1.3 contexts
short explanations, presentations
AC1.4 contexts
straightforward explanations, directions and instructions
AC1.5 opinions
emotions, feelings expressed through phrases, intonation

Learning outcome
The learner will:
2. convey information in spoken communication (2.1.8, 2.1.9).
Assessment criteria
The learner can:
2.1 respond orally to **requests** (Sc/E2.3b, d, Lr/E2.5a-b)
2.2 express verbal **information** clearly (Sc/E2.3a-f).

Range
AC2.1. requests
requests for action, permission, information
AC2.2 information
statements of fact, explanations, directions, instructions, short accounts, descriptions

Learning outcome
The learner will:
3. take part in discussions on straightforward topics (2.1.6, 2.1.7, 2.1.10, 2.1.11, 2.1.12).
Assessment criteria
The learner can:

3.1 follow the gist of discussions (Lr/E2.7a)

3.2 make relevant contributions to discussions (Sd/E2.1a-e, Lr/E2.6b-c, Lr/E2 8a)

3.3 speak clearly to be heard and understood (Sc/E2.1a-b)

3.4 make requests to obtain information (Sc/E2.2a-f, Sc/E2.4a).

Range
AC3.2 contributions
likes, dislikes, feelings, views, opinions
AC3.4 requests
items, action, permission, information, directions and instructions, personal details, clarification and explanation, description of people places and things

Unit 023   Speaking and listening to obtain and convey information

Supporting information

Assessment methodology

Assignment

Guidance

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 031   Reading to obtain information

UAN:	R/506/2277
Level:	Entry 3
Credit value:	9
GLH:	55
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Reading) at Entry 3:
	• read and understand short, straightforward texts on familiar topics accurately and independently
	• read and obtain information from everyday sources.
	Learners are expected to:
	• trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph (3.2.1)
	• recognise the different purposes of texts at this level (3.2.2)
	• recognise and understand organisational features and typical language of instructional texts (3.2.3)
	• identify the main points and ideas, and predict words from context (3.2.4)
	• understand and use organisational features to locate information (3.2.5)
	• skim read title, headings and illustrations to decide if material is of interest (3.2.6)
	• scan texts to locate information (3.2.7)
	• obtain specific information through detailed reading (3.2.8)
	• relate an image to print and use it to obtain meaning (3.2.9)
	• recognise and understand relevant specialist key words (3.2.10)
	• read and understand words and phrases commonly used on forms (3.2.11)
	• use a dictionary to find the meaning of unfamiliar words (3.2.12)
	• use first and second place letters to find and sequence words in alphabetical order (3.2.13).
	The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

Aim:	The aim of this unit is to develop the learner's ability to read and understand straightforward texts on familiar topics accurately and independently.

Learning outcome
The learner will:
1.   read a range of texts for different purposes (3.2.1, 3.2.2, 3.2.4, 3.2.6, 3.2.7, 3.2.8).
Assessment criteria
The learner can:
1.1 trace the main events of a range of texts (Rt/E3.1a, Rt/E3.4a)
1.2 distinguish between the different purposes of texts (Rt/E3.2a)
1.3 use title, headings and illustrations to extract information (Rt/E3.5a-b, Rt/E3.6a)
1.4 scan texts to locate information (Rt/E3.7a)
1.5 read to obtain specific detail (Rt/E3.8a)
1.6 relate an image to print using it to obtain meaning (Rt/E3.9a).

Range
AC1.1 texts
chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph
AC1.2 purposes
inform, sell, request action, instruct, tell a story, make contact
AC1.6 image
maps, diagrams, Illustrations, photos, captions

Learning outcome
The learner will:
2.   identify features of text (3.2.3, 3.2.5, 3.2.9).
Assessment criteria
The learner can:
2.1 Identify key organisational features of instructional texts (Rt/E3.3a, Rt/E3.5a, Rs/E3.2a)
2.2 identify common language features of instructional text (Rs/E3.1a-b)
2.3 work out the meaning of words using different **strategies** (Rw/E3.5a).

Range
AC2.1 organisational features
eg use of lists, numbered points, bullets, diagrams, graphics, punctuation
AC2.2 language features
eg tenses, conjunctions, articles, adverbs, adjectives, negatives, pronouns, phrases
AC2.3 strategies
eg visual, structural, contextual, phonic

Learning outcome
The learner will:
3.   read and understand the language commonly used on forms (3.2.10, 3.2.11).
Assessment criteria
The learner can:
3.1 respond to words and phrases commonly used on forms (Rw/E3.2a)
3.2 identify relevant specialist key words used on forms (Rw/E3.1a).

Learning outcome
The learner will:
4.   be able to use alphabetical order (3.2.12, 3.2.13).
Assessment criteria
The learner can:
4.1 use a dictionary to find the meaning of a word (Rw/E3.3a)
4.2 use first- and second-place letters to sequence words in alphabetical order (Rw/E3.4a).

Unit 031   Reading to obtain information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.1 Range of texts could include letters, newspaper and magazine articles, adverts, stories, email.

AC2.2 Common language features could include tenses, conjunctions, articles, adverbs, adjectives, negatives, pronouns, imperatives.

AC3.2 Relevant specialist words refer to words that are relative to the context.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 032　Writing to convey information

UAN:	D/506/2380
Level:	Entry 3
Credit value:	11
GLH:	86
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 3: • write to communicate information and opinions with some adaptation to the intended audience. Learners are expected to: • plan and draft writing (3.3.1) • organise writing in short paragraphs (3.3.2) • sequence chronological writing at this level (3.3.3) • write in complete sentences (3.3.4) • use correct basic grammar (appropriate verb tense, subject-verb agreement) (3.3.5) • use punctuation correctly (capital letters, full stops, question marks, exclamation marks) (3.3.6) • spell correctly common words and relevant key words for work and special interest (3.3.7) • proof-read and correct writing for grammar and spelling (3.3.8) • produce legible text (3.3.9). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's writing skills to enable them to plan and communicate written information.

Learning outcome
The learner will:
1. plan and organise writing (3.3.1, 3.3.2, 3.3.3).
Assessment criteria
The learner can:
1.1 plan writing using key points (Wt/E3.1a-b)
1.2 organise own writing in paragraphs (Wt/E3.2a)
1.3 produce sequenced chronological text (Wt/E3.3a).

Range
AC1.1 plan

eg spidergrams, bullet points

AC1.3 text

eg CV, resumé, accident report, forms, narrative for a series of events

Learning outcome
The learner will:
2.   produce accurate text (3.3.4,3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9).
Assessment criteria
The learner can:
2.1   construct **basic complex** sentences (Ws/E3.1a)
2.2   write grammatically correct sentences using a range of tenses (Ws/E3.2a)
2.3   use correct **punctuation** (Ws/E3.3a)
2.4   spell correctly (Ww/E3.1a-b)
2.5   proof–read and correct text for spelling and grammar (Wt/E3.4a)
2.6   produce **text** that **is legible** and fit for purpose (Wt/E3.5a, Ww/E3.2a,).

Range
AC2.1 basic complex
using a range of conjunctions eg because, while, when, relative clauses
AC2.3 punctuation
capital letters, full stops, question marks, exclamation marks

Unit 032 Writing to convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC2.4 Spell correctly - learners will be assessed on the spelling of common words and relevant key words for work and special interest within the text that they produce.

AC2.6 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 033   Speaking and listening to obtain and convey information

UAN:	A/506/2273
Level:	Entry 3
Credit value:	12
GLH:	73
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Entry 3:
	• 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
	• speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone
	• 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.
	Learners are expected to:
	• listen for and follow the gist of straightforward explanations, instructions and narratives in different contexts (3.1.1)
	• listen for detail in explanations, instructions and narratives in different contexts (3.1.2)
	• listen for and identify relevant information and new information from discussions, explanations and presentations (3.1.3)
	• use strategies to clarify and confirm understanding eg facial expressions or gestures (3.1.4)
	• listen to and respond appropriately to other points of view (3.1.5)
	• speak clearly to be heard and understood, using appropriate clarity, speed and phrasing (3.1.6)
	• use formal language and register when appropriate (3.1.7)
	• respond to a range of questions about familiar topics (3.1.8)
	• express clearly statements of fact and give short explanations, accounts and descriptions (3.1.9)
	• make requests and ask questions to obtain information in familiar and unfamiliar contexts (3.1.10)

- follow and understand the main points of discussions on different topics (3.1.11)
- make contributions to discussions that are relevant to the subject (3.1.12)
- respect the turn-taking rights of others during discussions (3.1.12).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

Aim:	The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information on straightforward topics.

Learning outcome
The learner will:
1. obtain information from oral communication by listening (3.1.1, 3.1.2, 3.1.3).
Assessment criteria
The learner can:
1.1 identify the gist of **oral communication** (Lr/E3.1a-c, Lr/E3.7b)
1.2 identify detail in **oral communication** (Lr/E3.2a-e)
1.3 identify relevant information from **oral communication** (Lr/E3.3a-b).

Range
AC1.1-AC1.3 oral communication
explanations, instructions, narratives, discussions, presentations, participatory and non-participatory

Learning outcome
The learner will:
2. convey information in spoken communication (3.1.6, 3.1.7, 3.1.9).
Assessment criteria
The learner can:
2.1 speak clearly when conveying information (Sc/E3.1a-b)
2.2 use language and register according to context (Sc/E3.2a)
2.3 give information based on a straightforward topic (Sc/E3.4a-f).

Range
AC2.1 clearly
clarity, speed, phrasing, stress, intonation, articulation, pronunciation
AC2.2 register
formal, informal
AC2.3 information
descriptions, explanations, accounts, directions, instructions

Learning outcome
The learner will:
3. take part in discussions (3.1.4, 3.1.5, 3.1.8, 3.1.10, 3.1.11, 3.1.12, 3.1.13).

Assessment criteria
The learner can:
3.1 follow the main points of a straightforward discussion (Lr/E3.7a,d)
3.2 make relevant **contributions** in spoken interactions (Lr/E3.5a-b, Lr/E3.6a-b, Lr/E3.7c, Sd/E3.1a-g, Sd/E3.2a, ,)
3.3 make **requests** to obtain information (Sc/E3.3a-d, Lr/E3.4a)
3.4 respect the turn-taking rights of others in a discussion (Sd/E3.2b).

Range
AC3.2 contributions
give own viewpoint, respond to other points of view and requests, expand the discussion
AC3.3 requests
for personal and factual information, directions, instructions, explanations, descriptions; to clarify and confirm understanding

Unit 033 Speaking and listening to obtain and convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Oral communication could be via television and radio.

AC3.2 When giving own viewpoint, learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 101/501   Reading to obtain information

UAN:	D/506/2279
Level:	Level 1
Credit value:	11
GLH:	66
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Reading) at Level 1: • read and understand straightforward texts of varying lengths on a variety of topics accurately and independently • read and obtain information from different sources. Learners are expected to: • trace and understand the main events of continuous descriptive, explanatory and persuasive texts (4.2.1) • recognise how language and other textual features are used to achieve different purposes eg to instruct, explain, describe, persuade (4.2.2) • identify the main points and specific detail and infer meaning from images which is not explicit in the text (4.2.3) • use organisational and structural features to locate information eg contents, index, menus, subheadings, paragraphs (4.2.4) • use different reading strategies to find and obtain information (4.2.5) • use reference material to find the meaning of unfamiliar words (4.2.6). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's ability to read and understand straightforward texts on a range of topics.

Learning outcome
The learner will:
1.   read a range of texts for different purposes (4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5).
Assessment criteria
The learner can:
1.1 trace the main events of a range of **texts** (Rt/L1.1a)
1.2 distinguish between the different **purposes** of texts (Rt/L1.2a)
1.3 use **organisational and structural features** to extract information from text (Rt/L1.5a)
1.4 scan texts to locate information (Rt/L1.5a)
1.5 read to obtain specific detail (Rt/L1.5a).

Range
AC1.1 texts
chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph
AC1.2 purposes
eg instruct, explain, describe, persuade
AC 1.3 organisational and structural features
eg contents, index, menus, subheadings, images, captions, diagrams, website links

Learning outcome
The learner will:
2.   apply principles of text when reading (4.2.6).
Assessment criteria
The learner can:
2.1 identify **grammatical features** and purpose in text (Rs/L1.1aRw/L1.2a,)
2.2 use **strategies** to work out the meaning of words (Rw/L1.3a)
2.3 identify **punctuation features** and purpose in text (Rs/L1.2a).

Range
AC2.1 grammatical features
eg sentence structure, clauses, word order, word classes
AC2.2 strategies
eg word structure, related words, word roots, derivations and borrowing
AC2.3 punctuation features
eg full stops, question marks, exclamation marks, colons, semi colons, speech marks, apostrophes, brackets

Learning outcome
The learner will:
3. use strategies to locate text and information (4.2.4, 4.2.5, 4.2.6).

Assessment criteria
The learner can:
3.1 use **reference material** to obtain information (Rt/L1.5b, Rw/L1.1a)
3.2 use **features** of text to locate information (Rt/L1.3a, Rt/L1.4a, Rt/L1.5a)

Range
AC3.1 reference material
eg websites, text books, reference books, dictionaries
AC 3.2 features
organisational:
eg contents, index, menus, tabs, website links
structural:
eg bullets, columns, headings, subheadings, images, captions, diagrams, colour, font, font size

Unit 101/501   Reading to obtain information

Supporting information

Assessment methodology

An externally set and marked test.

Guidance

AC1.1 Texts could include letters, newspaper and magazine articles, adverts, stories, email.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 102   Writing to convey information

UAN:	K/506/2284
Level:	Level 1
Credit value:	11
GLH:	82
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Writing) at Level 1: • write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience. Learners are expected to: • plan and draft writing (4.3.1) • judge how much to write and the level of detail to include (4.3.2) • present information in a logical sequence, using paragraphs where appropriate (4.3.3) • use language suitable for purpose and audience (4.3.4) • use format and structure for different purposes (4.3.5) • write in complete sentences (4.3.6) • punctuate sentences correctly and use punctuation so that meaning is clear (4.3.7) • spell correctly words used most often in work, studies and daily life (4.3.8) • proof-read and revise writing for accuracy and meaning (4.3.9) • produce legible text (4.3.10). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's writing skills to enable them to organise and produce accurate text appropriate to the intended audience.

Learning outcome
The learner will:
1. plan and organise writing (4.3.1, 4.3.2, 4.3.3, 4.3.5).
Assessment criteria
The learner can:
1.1 **plan** writing using key points (Wt/L1.1a-b)
1.2 produce sequenced and logical **text** using paragraphs as required (Wt/L1.3a)
1.3 produce text with length and detail suitable for the genre (Wt/L1.2a)
1.4 use format and structure suitable for purpose and audience Wt/L1.5a, Wt/L1.6a).

Range
AC1.1 plan
eg spidergram, notes, lists, diagrams, flow charts
AC1.2 text
eg form, letter, report, email, narrative, explanation

Learning outcome
The learner will:
2. produce accurate text (4.3.4, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.2.10).
Assessment criteria
The learner can:
2.1 use **language** suitable for purpose and audience (Wt/L1.4a)
2.2 construct **complex** sentences (Ws/L1.1a)
2.3 write grammatically correct sentences using a range of tenses (Ws/L1.2a)
2.4 use **punctuation** to add clarity and meaning (Ws/L1.3a)
2.5 spell correctly key words related to own work, leisure and study interests (Ww/L1.1a-b)
2.6 proof-read and correct text for meaning, spelling, grammar and punctuation (Wt/L1.7a)
2.7 produce text that is legible and fit for purpose (Ww/L1.2a).

Range
AC2.1 language
formal and informal register eg type of vocabulary and collocation, mode of address
AC2.2 complex
using a range of connectives, eg as, if, so, though, prepositional, adjectival and adverbial phrases, conditional sentences, conventions of reported speech
AC2.4 punctuation
capital letters, full stops, question marks, exclamation marks, multiple use of commas, apostrophes

Unit 102 Writing to convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC2.7 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 103 Speaking and listening to obtain and convey information

UAN:	F/506/2274
Level:	Level 1
Credit value:	12
GLH:	73
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Level 1:
	• 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
	• speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium
	• 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.
	Learners are expected to:
	• listen for and identify relevant information from explanations and presentations on a range of straightforward topics (4.1.1)
	• listen for and understand explanations, instructions and narratives on different topics in a range of contexts (4.1.2)
	• use strategies to clarify and confirm understanding eg facial expressions, body language and verbal prompts (4.1.3)
	• provide feedback and confirmation when listening to others (4.1.4)
	• make contributions relevant to the situation and the subject (4.1.5)
	• speak clearly in a way which suits the situation (4.1.6)
	• make requests and ask questions to obtain information in familiar and unfamiliar contexts (4.1.7)
	• respond to questions on a range of topics (4.1.8)
	• express clearly statements of fact, explanations, instructions, accounts and descriptions (4.1.9)
	• present information and ideas in a logical sequence and include detail and develop ideas where appropriate (4.1.10)

- follow and contribute to discussions on a range of straightforward topics (4.1.11)
- respect the turn-taking rights of others during discussions (4.1.12)
- use appropriate phrases for interruption (4.1.13).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

| Aim: | The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information in a range of contexts. |

Learning outcome
The learner will:
1. obtain information from oral communication by listening (4.1.1, 4.1.2).
Assessment criteria
The learner can:
1.1 identify the gist of **oral communication** (Lr/L1.6a)
1.2 identify detail in **oral communication** (Lr/L1.2d-e)
1.3 identify relevant information from **oral communication** (Lr/L1.1a, Lr/L1.2a, c).

Range
AC1.1-AC1.3 oral communication
eg explanations, instructions, narratives, discussions, presentations

Learning outcome
The learner will:
2. present information orally (4.1.6, 4.1.9, 4.1.10).
Assessment criteria
The learner can:
2.1 speak **clearly** when conveying information (Sc/L1.1a-b)
2.2 use language and **register** according to context (Sc/L1.1c)
2.3 give **information** based on a straightforward topic (Sc/L1.3a-e, Sc/L1.4a-b).

Range
AC2.1 clearly
clarity, speed, phrasing, stress, intonation, articulation, pronunciation
AC2.2 register
formal to informal appropriate to the situation
AC2.3 information
statements of fact, past events, descriptions, comparisons, explanations, accounts, instructions

Learning outcome

The learner will:

3. take part in discussions (4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.1.11, 4.1.12, 4.1.13).

Assessment criteria

The learner can:

3.1 follow the main points of a straightforward discussion (Lr/L1.1b, Lr/L1.2a, Lr/ L1.6b-d)

3.2 make relevant **contributions** in spoken interactions (Lr/L1.2b-c, Lr/L1.5a, Sc/L1.4b, Sd/L1.1a-c, Sd/L1.2a-b,)

3.3 make requests to obtain **information** (Sc/L1.2a-b, Lr/L1.3a)

3.4 respect the **participation rights** of others in a discussion (Sd/L1.2c, Sd/L1.3a, Sd/L1.4a, Lr/L1.4a).

Range

AC3.2 contributions

introductions, take leave, invite, accept/refuse invitations, give reasons, give own viewpoint, respond to other points of view, respond to others' use of register, expand the discussion, give advice, persuade, warn

AC3.3 information

personal and factual information, clarify and confirm understanding, directions, instructions, explanations, descriptions, permission

AC3.4 participation rights

involve others, use appropriate phrases for interruption, provide feedback and confirmation, negotiate

Unit 103 Speaking and listening to obtain and convey information

Supporting information

Assessment methodology

Assignment

Guidance

LO1 Oral communication could be from a variety of sources eg via television and radio.

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

AC 3.2 When giving **own viewpoint**, learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 201/601   Reading to obtain information

UAN:	R/506/2280
Level:	Level 2
Credit value:	11
GLH:	66
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Reading) at Level 2: • read and understand a range of texts of varying complexity accurately and independently • read and obtain information of varying length and detail from different sources. Learners are expected to: • trace and understand the main events of continuous descriptive, explanatory and persuasive texts (5.2.1) • identify the purpose of a text and infer meaning which is not explicit (5.2.2) • identify the main points and specific detail (5.2.3) • read an argument and identify the points of view (5.2.4) • read critically to evaluate information and compare information, ideas and opinions from different sources (5.2.5) • use organisational features and systems to locate texts and information (5.2.6) • use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading (5.2.7) • summarise information from longer documents (5.2.8) • read and understand technical vocabulary (5.2.9) • use reference materials to find the meanings of unfamiliar words (5.2.10). The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's ability to read and understand a range of texts on a variety of topics.

Learning outcome
The learner will:
1. read a range of texts for different purposes (5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.7, 5.2.8).
Assessment criteria

The learner can:

1.1 trace the main events of a range of **texts** (Rt/L2.1a)

1.2 distinguish between the different **purposes** of a range of texts (Rt/L2.2a)

1.3 read critically to **evaluate** information from a variety of texts (Rt/L2.5a, Rt/L2.8a)

1.4 scan texts to locate information (Rt/L2.7a)

1.5 read to obtain specific detail (Rt/L2.3a, Rt/L2.7a)

1.6 read an argument and identify the points of view (Rt/L2.4a).

Range
AC1.1 texts chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph **AC1.2 purposes** eg persuade, request action, instruct, tell a story, entertain **AC1.3 evaluate** compare information, ideas and opinions, summarise, identify bias, infer meaning

Learning outcome
The learner will: 2. apply principles of text when reading.
Assessment criteria
The learner can: 2.1 identify **grammatical features** and purpose in text (Rs/L2.1a) 2.2 identify **punctuation features** and purpose in text (Rs/L2.2a) 2.3 use **strategies** to work out the meaning of words (Rw/L2.1a, Rw/L2.3a).

Range
AC2.1 grammatical features eg sentence structure, clauses, rhetorical questions, conditionals, passives, ambiguity, whether explicit or implicit **AC2.2 punctuation features** eg full stops, question marks, exclamation marks, colons, semi colons, speech marks, apostrophes, brackets **AC2.3 strategies** eg word structure, related words, word roots, derivations and borrowing, contexts, metaphors, clichés, idioms, similes

Learning outcome
The learner will: 3. use strategies to locate text and information (5.2.6, 5.2.9, 5.2.10).
Assessment criteria
The learner can: 3.1 use **reference material** to obtain information (Rw/L2.2a) 3.2 use organisational **systems** to locate information (Rt/L2.6a) 3.3 use the organisational **features** of text to locate information (Rt/L2.6a).

Range
AC3.1 reference material eg websites, text books, reference books, dictionaries **AC3.2 systems** eg hyperlinks, menus, icons, URLs, webpages **AC3.3 features** eg bullets, columns, headings, sub headings, colour, font, font size

Unit 201/601　　Reading to obtain information

Supporting information

Assessment methodology

An externally set and marked test.

Guidance

AC1.1 Texts could include letters, newspaper and magazine articles, adverts, stories, email.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 202   Writing to convey information

UAN:	M/506/2285
Level:	Level 2
Credit value:	11
GLH:	82
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Writing) at Level 2:
	• write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.
	Learners are expected to:
	• plan and draft writing (5.3.1)
	• judge how much to write and the level of detail to include (5.3.2)
	• present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (5.3.3)
	• use format and structure to organise writing for different purposes (5.3.4)
	• use formal and informal language appropriate to purpose and audience (5.3.5)
	• use different styles of writing for different purposes, eg persuasive techniques, supporting evidence, technical vocabulary (5.3.6)
	• construct complex sentences (5.3.7)
	• use correct grammar, eg subject-verb agreement, correct and consistent use of tense (5.3.8)
	• use pronouns so that their meaning is clear (5.3.9)
	• punctuate sentences correctly and use punctuation accurately, eg commas, apostrophes, inverted commas (5.3.10)
	• spell correctly words used most often in work, studies and daily life, including familiar technical words (5.3.11)
	• proof-read and revise writing for accuracy and meaning (5.3.12)
	• produce legible text (5.3.13).
	The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.
Aim:	The aim of this unit is to develop the learner's writing skills to enable them to organise and produce accurate text in a style appropriate to the intended audience.

Learning outcome
The learner will:
1. plan and organise writing (5.3.1, 5.3.2).
Assessment criteria
The learner can:
1.1 use a **planning strategy** to produce text (Wt/L2.1a-b)
1.2 produce text with length and detail suitable for the genre (Wt/L2.2a-b).

Range
AC1.1 planning strategy
eg spidergrams, bullet points, flow charts, tree diagram, chart, timeline

Learning outcome
The learner will:
2. structure written text according to purpose (5.3.3, 5.3.4, 5.3.5, 5.3.6).
Assessment criteria
The learner can:
2.1 present **information** using **coherent** structure and features (Wt/L2.3a, Wt/L2.4a, Wt/L2.5a)
2.2 use different styles of writing for different **situations and purposes** (Wt/L2.6a, Wt/L2.7a).

Range
AC2.1 information
explanations, descriptions, persuasive texts, reports, letters, creative texts eg poetry, plays, short stories
AC2.1 coherent
logical, sequential
AC2.2 situations and purposes
eg persuade, report, inform, review, console, complain, entertain

Learning outcome
The learner will:
3. produce accurate text (5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.11, 5.3.12, 5.3.13).
Assessment criteria
The learner can:
3.1 use a range of sentence structures including **complex** sentences (Ws/L2.1a)
3.2 write grammatically correct sentences using a range of tenses (Ws/L2.2a)
3.3 use pronouns to improve clarity of writing (Ws/L2.3a)
3.4 use correct **punctuation** to add clarity and meaning (Ws/L2.4a)
3.5 spell correctly words used in a variety of **situations** (Ww/L2.1a-b)
3.6 proof-read and correct text for meaning, spelling, grammar and punctuation (Wt/L2.8a)
3.7 produce text that is legible and fit for purpose (Ww/L2.2a).

Range

AC3.1 complex

a range of phrases, connectives, and clauses eg conditionals

AC3.4 punctuation

capital letters, full stops, question marks, exclamation marks, multiple use of commas, inverted commas, apostrophes

AC3.5 situations

words used in work, studies and daily life including familiar technical words

Unit 202　　　　Writing to convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.1 Planning strategies - learners should have knowledge of a range of planning strategies in order to choose an appropriate strategy for the text that they produce.

AC3.5 Spell correctly – learners will be assessed on spelling common words and relevant key words for work and special interest within the text that they produce using their own spelling strategies.

AC3.7 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Unit 203　Speaking and listening to obtain and convey information

UAN:	H/506/2381
Level:	Level 2
Credit value:	12
GLH:	73
Relationship to other standards:	This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Level 2:
	• 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
	• 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
	• 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.
	Learners are expected to:
	• listen for and identify relevant information from extended explanations or presentations on a range of topics (5.1.1)
	• listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts (5.1.2)
	• speak clearly and confidently in a way which suits the situation (5.1.3)
	• respond to detailed or extended questions on a range of topics (5.1.4)
	• respond to criticism and criticise constructively (5.1.5)
	• make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts (5.1.6)
	• express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary (5.1.7)
	• present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding (5.1.8)

- make relevant contributions and help to move discussions forward (5.1.9)
- adapt contributions to discussions to suit audience, context, purpose and situation (5.1.10)
- use appropriate phrases for interruption and change of topic (5.1.11)
- support opinions and arguments with evidence (5.1.12).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

Aim: The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information in a range of contexts adapting speech and content to take account of the audience, purpose and situation.

Learning outcome
The learner will:
1.   obtain information from oral communication by listening (5.1.1, 5.1.2).
Assessment criteria
The learner can:
1.1 respond to information from spoken text in a non-face-to-face context (Lr/L2.1a-b)
1.2 identify detail in **oral communication** (Lr/L2.2a, c-e,)
1.3 identify a speaker's **feelings and attitude** (Lr/L2.2b).

Range
AC1.2 oral communication
multi-step instructions, narratives, explanations, discussions, presentations
AC1.3 feelings and attitude
expressed overtly or through pitch, stress, intonation, register

Learning outcome
The learner will:
2.   present information orally (5.1.3, 5.1.7, 5.1.8).
Assessment criteria
The learner can:
2.1 speak **clearly** to suit the **situation** (Sc/L2.1a-c)
2.2 present **information** based on a specified topic or context (Sc/L2.4a-f, Sc/L2.5a).

Range
AC2.1 clearly
clarity, speed, phrasing, stress, intonation, articulation, pronunciation
AC2.1 situation
formal and informal
AC2.2 information
eg statements of fact, descriptions, comparisons, explanations, accounts, instructions, narrations

Learning outcome
The learner will:
3. take part in discussions (5.1.4, 5.1.5, 5.1.6, 5.1.9 5.1.10, 5.1.11, 5.1.12).

Assessment criteria
The learner can:
3.1 make relevant **contributions** in spoken interactions (Lr/L2.3a, Lr/L2.4a-b, Sd/L2.1a, Sd/L2.3a)
3.2 adapt **contributions** according to the **situation** (Sd/L2.2a-d, Sd/L2.5a)
3.3 make requests to obtain **information** (Sc/L2.3a-b)
3.4 respond to constructive suggestions from others (Sc/L2.2a)
3.5 make constructive suggestions to others (Sc/L2.2a, Sd/L2.4a).

Range
AC3.1-AC3.2 contributions
questions, give own viewpoint, persuade, respond to other points of view, change of topic, interruption, recognise and use different features of verbal and non-verbal language
AC3.2 situation
audience, context, purpose, level of formality
AC3.3 information
personal and factual information, clarify and confirm understanding

Unit 203 Speaking and listening to obtain and convey information

Supporting information

Assessment methodology

Assignment

Guidance

AC1.3 Oral communication could be via television and radio.

AC 3.2 (From range) When giving **own viewpoint** learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

LO3 Discussions - the Assessment Criteria do not relate solely to formal discussions but could include any spoken interaction.

Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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

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 8,500 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 Licence to Practice (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).

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