

# **SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 3)**

**Entry Level Award (Reading) –  
610/3087/9**

**Entry Level Award (Writing) -  
610/3088/0**

**Entry Level Award (Speaking and  
Listening) – 610/3089/2**

**Entry Level Certificate –  
610/3090/9**

## About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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## Specification Code

The specification codes are A7538-E3, A7539-E3, A7540-E3 and C7541-E3.

| Issue | Date           | Details of change                               |
|-------|----------------|---|
| 1.0   | September 2023 | Qualification Guidance Produced                 |
| 1.1   | November 2025  | Qualification Review Date updated to 31/08/2029 |

|  |  |                                 |
|--|--|---------------------------------|
|  |  | Updated to new company branding |
|--|--|---------------------------------|

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

**SEG Awards Entry Level Award in ESOL Skills for Life in Reading (Entry 3) - 610/3087/9**  
**SEG Awards Entry Level Award in ESOL Skills for Life in Writing (Entry 3) - 610/3088/0**  
**SEG Awards Entry Level Award in ESOL Skills for Life in Speaking and Listening (Entry 3) - 610/3089/2**  
**SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 3) - 610/3090/9**

|                                       |   |
|---------------------------------------|---|
| <b>Qualification Purpose</b>          | Prepare for further learning or training and/or develop knowledge and/or skills in a subject area   |
| <b>Age Range</b>                      | Pre 16   ✓   16-18   ✓   18+   19+   ✓  |
| <b>Regulation</b>                     | The above qualification(s) is/are regulated by Ofqual   |
| <b>Assessment</b>                     | <ul style="list-style-type: none"> <li>&gt; External assessment</li> <li>&gt; Internal and external moderation</li> </ul>                       |
| <b>Type of Funding Available</b>      | See FaLA (Find a Learning Aim)  |
| <b>Grading</b>                        | <b>Pass/Fail</b><br>To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed |
| <b>Operational Start Date</b>         | 01/09/2023  |
| <b>Review Date</b>                    | 31/08/2029  |
| <b>Operational End Date</b>           |   |
| <b>Certification End Date</b>         |   |
| <b>Guided Learning (GL)</b>           | 276 hours   |
| <b>Total Qualification Time (TQT)</b> | 320 hours   |
| <b>Credit Value</b>                   | 32  |

|   |  |
|---|--|
| <b>Skills and Education Group Awards Sector</b> |  |
| <b>Regulator Sector</b>                         | 14.1 Foundations for Learning and Life |
| <b>Support from Trade Associations</b>          |  |

## Introduction

The Entry Level Awards and Certificate in ESOL Skills for Life have been developed for learners from age pre-16 to adults living in the UK but for whom English is a second or additional language. Suitable for a range of learners including settled minority communities and refugees/asylum seekers, they are designed to provide learners with the knowledge and skills required to communicate effectively in everyday life.

These qualifications are mapped to the Adult ESOL Core Curriculum, the National Standards for Adult Literacy and the Essential Digital Skills Framework.

## Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit or the full qualification.

## Content Overview

The SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 3) is comprised of three units which are all standalone awards in their own right:

**Skills for Life in Reading** – This unit provides learners with the skills to read and understand straightforward texts and to be able to use a dictionary as needed.

**Skills for Life in Writing** – This unit provides learners with the knowledge and skills to plan and write in short paragraphs using correct basic punctuation, spelling and grammar.

**Skills for Life in Speaking and Listening** - This unit provides learners with the knowledge and skills needed to enable them to obtain information from different spoken sources and speak to communicate in different situations.

## Qualification Structure and Rules of Combination

### Rules of Combination:

Learners can complete either individual Awards in ESOL Skills for Life in Reading, ESOL Skills for Life in Writing and ESOL Skills for Life in Speaking and Listening or achieve all three units for the full Certificate in ESOL Skills for Life.

| Unit Title                                | Unit Number | Level | Credit Value | GL  |
|---|-------------|-------|--------------|-----|
| <b>Mandatory Units</b>                    |             |       |              |     |
| Skills for Life in Reading                | H/650/8074  | E3    | 9            | 60  |
| Skills for Life in Writing                | J/650/8075  | E3    | 11           | 96  |
| Skills for Life in Speaking and Listening | K/650/8076  | E3    | 12           | 120 |

## Aim

These qualifications are intended to develop the English skills used in everyday life and/or education. They focus on improving reading, writing, speaking and listening skills to enable learners the opportunity of accessing Skills and Education Groups portfolio of Entry Level and Level 1 qualifications.

## Target Group

These qualifications are designed for learners who are aged 14 and above. Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Assessment

This qualification is assessed by external examination and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Mark schemes are provided for approved centres for each assessment. Pass and fail criteria is applied to individual assessment tasks and can be located in the mark schemes however overall pass and fail grades are awarded as follows:



| Assessment             | Fail   | Pass    |
|------------------------|--------|---------|
| Reading                | 0 - 27 | 28 - 40 |
| Writing                | 0 - 41 | 42 - 60 |
| Speaking and Listening | 0 - 31 | 32 - 47 |

## Resources

Skills and Education Group Awards provide the following additional resources for these qualifications:

- > Learner Unit Achievement Checklists
- > Indicative Content
- > Centre Guide
- > Scheme of Learning Overview
- > Evidence Matrix
- > Sample Assessments

## Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

These qualifications allow learners to focus their English language development on each of the reading, writing, speaking and listening skill areas. They can obtain an award for a specific skill or an overarching certificate when all three units are achieved.

Progression from these qualifications can be made onto:

- > ESOL Skills for Life qualifications at Level 1 and above
- > Other Skills and Education Group Awards qualifications
- > Other BIIAB Qualifications Limited qualifications

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

Tutors/Assessors delivering ESOL Skills for Life qualifications should be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

## Unit Details

| Skills for Life in Reading   |   |   |
|--|---|---|
| <b>Unit Reference</b>  | H/650/8074  |   |
| <b>Level</b>   | E3  |   |
| <b>Credit Value</b>  | 9   |   |
| <b>Guided Learning (GL)</b>  | 60  |   |
| <b>Unit Summary</b>  | This unit provides learners with the skills to read and understand straightforward texts and to be able to use a dictionary as needed |   |
| <b>Learning Outcomes (1 to 3)</b>  | <b>Assessment Criteria (1.1 to 3.2)</b>   |   |
| <b>The learner will</b>  | <b>The learner can</b>  |   |
| 1. Be able to read and understand a variety of texts to gain meaning                 | 1.1   | Identify main events in straightforward chronological, continuous text                          |
|  | 1.2   | Identify meaning and purpose in a variety of straightforward texts                              |
|  | 1.3   | Extract the main points, ideas and opinions from straightforward text                           |
| 2. Be able to understand the purpose of and act on information from everyday sources | 2.1   | Obtain specific information from different short everyday information texts and forms           |
|  | 2.2   | Extract meaning from everyday instructional texts and forms                                     |
|  | 2.3   | Identify relevant specialist key words in different straightforward information texts and forms |
| 3. Be able to use alphabetical order   | 3.1   | Use a dictionary to find the meaning of unfamiliar words  |
|  | 3.2   | Use first and second place letters to sequence words in alphabetical order                      |

| Skills for Life in Writing   |   |  |
|--|---|--|
| <b>Unit Reference</b>  | J/650/8075  |  |
| <b>Level</b>   | E3  |  |
| <b>Credit Value</b>  | 11  |  |
| <b>Guided Learning (GL)</b>  | 96  |  |
| <b>Unit Summary</b>  | This unit provides learners with the knowledge and skills to plan and write in short paragraphs using basic punctuation, spelling and grammar correctly |  |
| <b>Learning Outcomes (1 to 3)</b>                                    | <b>Assessment Criteria (1.1 to 3.2)</b>   |  |
| <b>The learner will</b>  | <b>The learner can</b>  |  |
| 1. Be able to read and understand a variety of texts to gain meaning | 1.1   | Plan and draft writing for a variety of purposes   |
|  | 1.2   | Structure writing using short paragraphs   |
|  | 1.3   | Create text in a logical order using discourse markers, connectives and some complex sentences |
|  | 1.4   | Complete forms with some complex features  |
| 2. Be able to produce accurate text for a given audience             | 2.1   | Write in complete and some complex sentences   |
|  | 2.2   | Use basic grammar and punctuation accurately   |
|  | 2.3   | Use a range of tenses  |
|  | 2.4   | Proofread and correct text to ensure it is fit for purpose                                     |
| 3. Be able to use a dictionary                                       | 3.1   | Use punctuation correctly in relation to beginnings and endings of sentences                   |
|  | 3.2   | Spell common and topic specific words correctly  |

## Skills for Life in Speaking and Listening

|  |  |   |
|--|--|---|
| <b>Unit Reference</b>                                      | K/650/8076   |   |
| <b>Level</b>   | E3   |   |
| <b>Credit Value</b>  | 12   |   |
| <b>Guided Learning (GL)</b>                                | 120  |   |
| <b>Unit Summary</b>  | This unit provides learners with the knowledge and skills needed to enable them to obtain information from different spoken sources and speak to communicate in different situations |   |
| <b>Learning Outcomes (1 to 3)</b>                          | <b>Assessment Criteria (1.1 to 3.4)</b>  |   |
| <b>The learner will</b>                                    | <b>The learner can</b>   |   |
| 1. Be able to obtain information from verbal communication | 1.1  | Listen for gist in straightforward verbal communication   |
|  | 1.2  | Listen for detail in straightforward verbal communication   |
|  | 1.3  | Identify main points in straightforward verbal communication  |
| 2. Be able to speak to communicate                         | 2.1  | Speak clearly when providing straightforward information  |
|  | 2.2  | Give a simple account of events in the past   |
|  | 2.3  | Give simple directions, instructions and explanations   |
|  | 2.4  | Correctly use stress, intonation and pronunciation to ensure understanding of straightforward information   |
| 3. Be able to engage in discussion                         | 3.1  | Follow the main points of a straightforward conversation  |
|  | 3.2  | Contribute to a straightforward conversation using formal and informal language and register as appropriate |

|  |     |  |
|--|-----|--|
|  | 3.3 | Express and respond to simple feelings, opinions and points of view  |
|  | 3.4 | Respecting turn taking rights with others, ask and respond to questions to include giving suggestions or advice as appropriate |

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from [skillsandeducationgroupawards.co.uk/for-centres](https://skillsandeducationgroupawards.co.uk/for-centres)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.



## Glossary of Terms

### GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.