

SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 1)

Entry Level Award (Reading) - 610/4257/2
Entry Level Award (Writing) - 610/4260/2
Entry Level Award (Speaking and Listening) - 610/4261/4
Entry Level Certificate – 610/4262/6

Qualification Guidance

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 has 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 Online Registration System

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, Date and Issue Number

The specification codes are A7555-E1, A7556-E1, A7557-E1 and C7558-E1.

Issue	Date	Details of change
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1.1	September 2026	Review date extended to 31/05/2030

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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 Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

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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.

Aims

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, Level 1 and Level 2 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.

Content Overview

The SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 1) is comprised of three units which are all standalone awards in their own right:

Skills for Life in Reading – This unit covers essential skills to help learners develop their reading abilities in English. Learners are taught to read simple sentences and phrases, recognising and understanding common words and phrases, and reading straightforward sentences. They learn to understand basic texts by identifying main points and details in short passages and following simple written instructions. The unit enables learners to recognise high-frequency words and familiar vocabulary, as well as use phonics to decode basic

words. Furthermore, learners are introduced to understanding common text types, such as reading labels, notices, short messages, and personal information forms, which are crucial for navigating everyday situations.

Skills for Life in Writing – This unit aims to develop learners' ability to write short, simple texts that are practical and relevant to daily life, such as filling out forms, writing personal information, and composing basic sentences. It introduces learners to essential vocabulary and basic grammatical structures, enabling them to construct coherent and accurate sentences. Additionally, the unit focuses on practical writing tasks, such as writing messages, notes, and short descriptions, ensuring learners can effectively communicate personal information and simple ideas.

Skills for Life in Speaking and Listening – The unit focuses on developing fundamental listening and speaking abilities crucial for effective communication in English. Listening skills involve understanding and following basic instructions for everyday tasks, comprehending short, simple messages delivered in person or over the phone, and responding appropriately to straightforward questions and statements. For speaking, learners are encouraged to express their basic needs, preferences, and requests, while also engaging in short, informal conversations on familiar topics like personal information, family, and daily routines. Emphasis is placed on clear and understandable pronunciation, prioritising communication effectiveness over perfection.

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.

Mandatory Units:

Unit	Unit Number	Level	Credit Value	GL	TQT
Skills for Life in Reading	A/651/1799	E1	9	60	90
Skills for Life in Writing	K/651/1800	E1	11	96	110
Skills for Life in Speaking and Listening	Y/651/1805	E1	12	120	120

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Assessment

External assessment, 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

Practice Assessment Material

Skills and Education Group Awards confirm that there is practice assessment material for this qualification which is available on request.

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 Entry 2 and above
- Other Skills and Education Group Awards qualifications
- Other BIIAB Qualifications Limited qualifications

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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

These specifications and associated assessment materials are in English only.

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Qualification Summary

Qualification								
SEG Awards Entry Level Award in ESOL Skills for Life in Reading (Entry 1) - 610/4257/2 SEG Awards Entry Level Award in ESOL Skills for Life in Writing (Entry 1) - 610/4260/2 SEG Awards Entry Level Award in ESOL Skills for Life in Speaking and Listening (Entry 1) - 610/4261/4 SEG Awards Entry Level Certificate in ESOL Skills for Life (Entry 1) - 610/4262/6								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	**Pre 16**	✓	**16-18**	✓	**18+**		**19+**	✓
Regulation	The above qualifications are regulated by Ofqual							
Assessment	• External assessment • Internal and external moderation							
Type of Funding Available	See FaLa (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges							
Grading	**Pass/Fail** To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/06/2024							
Review Date	31/05/2030							
Operational End Date								
Certification End Date								
Guided Learning (GL)	276 hours							
Total Qualification Time (TQT)	320 hours							
Credit Value	32							
Skills and Education Group Awards Sector	ESOL							
Ofqual SSA Sector	14.1 Foundations for Learning and Life							
Support from Trade Associations	N/A							
Administering Office	See Skills and Education Group Awards website							

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Unit Details

Skills for Life in Reading

Unit Reference	**A/651/1799**
Level	**E1**
Credit Value	**9**
Guided Learning (GL)	**60**
Unit Summary	Learners will be able to read and understand short texts with repeated language patterns on familiar topics. Learners will be able to read and obtain information from common signs and symbols in texts such as public signs and notices, lists, forms, notes, records and simple narratives.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.3)** ***The learner can***
1. Be able to read and understand short texts to gain meaning	1.1 Follow a short text on a familiar topic 1.2 Use language features to work out meaning in short text on a familiar topic 1.3 Identify the purpose of short text on a familiar topic
2. Be able to obtain information in texts	2.1 Obtain information from short text on a familiar topic 2.2 Recognise key words, phrases, signs and symbols 2.3 Recognise the use of capital letters and bold for important words

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Skills for Life in Writing

Unit Reference	**K/651/1800**
Level	**E1**
Credit Value	**11**
Guided Learning (GL)	**96**
Unit Summary	Learners will be able to write to communicate information to an intended audience in documents such as forms, lists, messages, notes and records.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.3)** ***The learner can***
1. Be able to produce simple text	1.1 Construct simple text using basic word order and verb form
2. Be able to use basic punctuation and spelling	2.1 Use full stops correctly 2.2 Use capital letters correctly 2.3 Spell personal key and familiar words correctly

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Skills for Life in Speaking and Listening

Unit Reference	**Y/651/1805**
Level	**E1**
Credit Value	**12**
Guided Learning (GL)	**120**
Unit Summary	Learners will be able to listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions. Learners will be able to speak to communicate basic information, feelings and opinions on familiar topics. Learners will be able to engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Be able to obtain information from simple verbal communication	1.1 Listen for gist in simple verbal communication 1.2 Obtain necessary information from simple verbal communication 1.3 Follow single step verbal instructions correctly
2. Be able to speak to communicate	2.1 Use pronunciation to convey intended meaning 2.2 Use simple language appropriate for context when speaking
3. Be able to convey information	3.1 Provide a short verbal account 3.2 Convey relevant detail during a simple verbal communication

4. Be able to engage in discussion with others	4.1 Make relevant contributions to discussion 4.2 Express simple views clearly during verbal communication 4.3 Make effective verbal requests to obtain information

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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.

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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 Qualifications' which can be downloaded from the Skills and Education Group Awards website.

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.

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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