

# Essential Skills Wales Suite

Delivery Guidance for Practitioners

**Essential Application of Number Skills**

**Essential Communication Skills**

**Essential Digital Literacy Skills**

**Essential Employability Skills**

This document was developed as part of a wider project, funded by Welsh Government (WG), to prepare and support practitioners to deliver the ESW Suite of qualifications implemented in 2015. This document was initially developed by ColegauCymru, working collaboratively with WG and Awarding Bodies to ensure coherence and consistency.

It is intended to be used in conjunction with Awarding Bodies' **'ESW Suite of Qualifications Handbook'** to ensure that practitioners are aware of quality assurance requirements as well as those associated with effective delivery. Please note that for assessment and qualification achievement purposes, any requirements in the Awarding Bodies' 'ESW Suite of Qualifications Handbook' take precedence.

All information contained in this guidance is correct at time of publishing.

**Awarding Bodies involved:**

Agored Cymru  
City & Guilds  
Pearson  
WJEC

## Essential Skills Wales Suite: delivery guidance for practitioners

- Audience**
- Practitioners and assessors delivering qualifications within the Essential Skills Wales Suite from September 2015 (the qualifications).
  - Individuals conducting internal and external quality assurance of the qualifications.
- Overview**
- This document:
- should be read in conjunction with Awarding Bodies' 'ESW Suite of Qualifications Handbook'**
  - provides information and guidance relating to the rationale for the qualifications and outlines their characteristics
  - includes subject-specific (*Essential Application of Number Skills, Essential Communication Skills, Essential Digital Literacy Skills and Essential Employability Skills*) guidance on delivery for those involved in implementing and/or quality assuring the qualifications.
- Action required**
- Practitioners, assessors and individuals conducting internal and external quality assurance roles can use this document to inform and guide both delivery and quality assurance and to meet policy and specification requirements.

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## Introduction

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This document provides key information and guidance to assist the effective delivery, assessment<sup>1</sup> and quality assurance of all qualifications within the Essential Skills Wales Suite, implemented from September 2015 (the qualifications).

The rationale for change is explained, with an overview of common features and assessment requirements applicable across the qualifications. Essential Skill-specific detail is provided outlining assessment requirements at each level. The document also acknowledges that practitioners will be delivering specifications provided by a range of awarding bodies and provides links to their documents.<sup>2</sup>

Essentially, the guidance seeks to assist effective and consistent delivery of the qualification by ensuring that:

- practitioners have access to clear information on the rationale for and common elements in the qualifications
- practitioners and assessors are provided with explanation and amplification of assessment requirements across all Essential Skills at each available level
- everyone involved in the quality assurance of the qualifications is aware of requirements designed to secure robust standards

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<sup>1</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'.

<sup>2</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'.

## Rationale

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The availability of a range of qualifications to promote effective acquisition of skills for education, work and life is fundamental to successful implementation of the skills agenda in Wales.

In September 2015, ESW qualifications and Wider Key Skills were replaced by a new suite of Essential Skills, established in response to the recommendations of the Review of Qualifications (2012).

<http://gov.wales/docs/dcells/publications/121127reviewofqualificationsen.pdf>

The Essential Skills Wales Suite (the qualifications) incorporates:

- Essential Application of Number Skills (EAoNS)
- Essential Communication Skills (ECommS)
- Essential Digital Literacy Skills (EDLS)
- Essential Employability Skills (EES)

The Review of Qualifications recommendations proposed revised and more reliable assessment for Application of Number and Communication (R27), establishing a new skill qualification (Digital Literacy to replace ICT: R28), and the incorporation of new Essential Employability Skills within the Suite. In essence, recommendations from the review have been instrumental in shaping the qualifications to ensure greater clarity, relevance and reliability within the following skills:

- Application of Number
- Communication
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

A further recommendation proposed that Essential Skills Wales qualifications should no longer be delivered to learners aged between 14 and 16. This was because schools reported difficulties in generating evidence for qualifications that had been designed primarily for other learning contexts. The new GCSEs within the Welsh Baccalaureate were to be used to assess literacy and numeracy in 14-16 year olds.

Exceptions to this are:

- 14-16 aged learners can undertake ES qualifications at Entry Level
- 14-16 aged learners in alternative settings can access ES qualifications at all levels.

Other recommendations in the Review responded to concerns surrounding the efficiency and effectiveness of portfolio-based assessment, the need for a more

systematic and robust approach to marking and assessment and the need to include an element of externality in all assessment undertaken.

## Common features of the qualifications

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The qualifications reflect several common features, reinforcing the key themes that contributed to their development. In response to the need for learners to develop and consolidate skills coherently, clear progression pathways have been established across the qualifications. All are offered from Entry 1 to Level 3, with the exception of Essential Employability Skills which is available from Entry 3 to Level 3.

All qualifications share the common aim that learners acquire relevant skills valued by employers and next-stage educators and, furthermore, that they are able to demonstrate proficiency in their application. Common aims<sup>3</sup> are to:

- structure and consolidate learning, making incidental, naturally occurring, practices explicit
- encourage articulation, analysis of and reflection on the skills and on learners' own proficiency in them, in personalised terms
- increase confidence and effectiveness in the use and application of these skills
- develop an understanding of how to transfer skills to new purposes and contexts
- provide positive and engaging opportunities to further explore, develop, practise and apply the skills, in a range of meaningful and 'real-life' contexts for real-life purposes

In addition - common to all of the qualifications - is a more rigorous approach to achieving the standards through clear, purposeful assessment of all skills and robust quality assurance.

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<sup>3</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.1

## Assessment<sup>4</sup>

To ensure that the qualifications provide an effective learning experience, assessment will be externally set by awarding bodies and undertaken through a combination of formal **summative** methods, as applicable to each skill. These are the **Controlled Task, Confirmatory Test** and **Structured Discussion**.

In order to achieve the qualification in **Essential Application of Number Skills** and **Essential Communication Skills** at Levels 1, 2 or 3, learners must demonstrate their skills in **both** a Controlled Task **and** a short Confirmatory Test.

In order to achieve the qualification in **Essential Digital Literacy Skills** and **Essential Employability Skills**, learners must demonstrate their skills in **both** a Controlled Task **and** a short Structured Discussion.

The **Controlled Task** measures subject-specific skills and learners must demonstrate that they can use skills in a holistic manner, relevant to real-life circumstances.

Controlled Tasks<sup>5</sup> are:

- externally set (or approved) by an awarding body
- treated as confidential material by centres
- presented unseen to learners and completed under controlled conditions
- internally assessed by centres, using marking criteria provided
- internally quality assured by centres
- externally quality assured by the awarding body

The Task must be completed under controlled conditions within a maximum of a consecutive eight-week period though normal academic holiday periods and valid learner absence may be disregarded when calculating the maximum working period. Guidance on applying the 'eight week rule' and conditions required for the Controlled Task environment is outlined in the Awarding Bodies' (AB) 'ESW Suite of Qualifications Handbook'.

Controlled Task duration will differ in relation to level and/or skill:

- up to 6 hours at Entry Level (for EDLS and EES)
- up to 4 hours for Level 1
- up to 5 hours for Level 2
- up to 8 hours for Level 3

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<sup>4</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.1

<sup>5</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.3



The purpose of the **Confirmatory Test** and **Structured Discussion** is to confirm learners' underpinning knowledge and skills.

Confirmatory Tests are:

- externally produced by awarding bodies (online and paper-based)
- treated as confidential material by centres
- recommended to be taken after successful completion of the relevant Controlled Task
- presented unseen to learners and completed under controlled conditions
- externally marked by the awarding body

Structured Discussions are:

- one-to-one or in a small group of up to four candidates
- not question and answer sessions
- carried out following successful completion of the Controlled Task in EDLS and EES
- assessment opportunities that require learner preparation
- recorded in some way

The Controlled Task, Confirmatory Test and Structured Discussion are **summative assessments**. Learners should undertake the assessments following teaching and learning when they have developed relevant skills at the required level. Learners may undertake a **different** Controlled Task or Confirmatory Test at another time if they do not pass. With the Structured Discussion, it is acceptable to reconvene the discussion if necessary in order to give the candidate another opportunity.<sup>6</sup>

The Essential Skills qualifications are designed to measure learners' ability to work independently and problem solve. It is therefore crucial that learners undergo a rigorous process of initial assessment to ensure that they are capable of meeting the required standards for any of the Essential Skills qualifications they work towards.

The Controlled Task, Confirmatory Test and Structured Discussion are designed to be inclusive and reflect common variations in learners' normal methods of working. Adjustments may be allowed, where necessary, for any of these assessments although any such adjustment must not compromise independent achievement of the required standard. Where an adjustment is required, this must be approved by the relevant awarding body *prior* to a learner undergoing any part of the Essential Skills assessment.<sup>7</sup>

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<sup>6</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.4

<sup>7</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.6

Quality assurance arrangements must be undertaken in accordance with guidance provided by relevant awarding bodies.<sup>8</sup>

Awarding body (AB) quality assurance requirements must be complied with. Included in this may be requirements on the levels of experience for practitioner, assessor and internal quality assurance staff and expectations in terms of the currency and adequacy of their CPD.<sup>8</sup>

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<sup>8</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 5.1 / 5.2

<sup>8</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 2.2

# Entry Level Application of Number Standards

**Please note, Essential Skills Wales Entry Level Application of Number qualifications are not part of the Essential Skills Wales suite of qualifications (ESW suite implemented from September 2015).**

Further information about Entry Level Application of Number qualifications are available from participating awarding bodies.

The following Entry Level Application of Number information<sup>9</sup> has been included to show: entry level standards; the progression through all essential skills levels – from Entry Level 1 to Level 3.

## Amplification of Assessment Requirements

### Introduction

The aim of the Entry Level Application of Number standards is to encourage learners to develop and demonstrate their skills in using number to tackle a task, activity or problem by collecting and interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings.

The standards are essentially concerned with developing and recognising learners' ability to select and apply numerical, graphical and related mathematical skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less-familiar contexts and develop their ability to progress to higher levels of competence.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'check that your results make sense' appears at all three entry levels. The progression is inherent in the fact that the complexity and detail of the results to be checked will be more demanding at each level.

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<sup>9</sup> Extract from 'Essential Skills Wales' 2010 (ISBN: 978 0 7504 5433 9)

## Entry Level 1 – Application of Number

### NE1.1 Understand numerical data

| You must provide evidence that you can:   | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance   |
|---|---|--|--|
| <p><b>NE1.1.1</b><br/>Confirm that you understand a given practical problem or task involving numbers and measures.</p> | <p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>    | <ul style="list-style-type: none"> <li>• check with an appropriate person that you understand the problem or task . . .</li> </ul>                                   | <p><b>Confirm</b><br/>You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p> |
| <p><b>NE1.1.2</b><br/>Confirm how you will tackle it.</p>   | <p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul> | <p>. . . and how you will tackle it.</p>   | <p><b>Confirm</b><br/>You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>       |
| <p><b>NE1.1.3</b><br/>Read and understand given data from two sources to meet the purpose of your task.</p>             | <p>Evidence must show that the candidate is clear about how the data meets their purpose.</p>   | <ul style="list-style-type: none"> <li>• read and understand information given by numbers and symbols in simple graphical, numerical and written material</li> </ul> | <p><b>Simple graphical material</b><br/>You must know how to obtain information from simple diagrams, graphs or charts, such as a pie chart (e.g. to identify the number of</p>  |

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|  | <p>Evidence must include data from at least two different sources. At least one source must include a simple diagram.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• copies of source material</li> <li>• details of the site(s) of observation/measurement</li> <li>• records of data obtained.</li> </ul> | <ul style="list-style-type: none"> <li>• relate familiar events to: <ul style="list-style-type: none"> <li>- times of day (using o'clock times or parts of the day)</li> <li>- days of the week</li> <li>- seasons of the year</li> </ul> </li> <li>• use whole numbers to measure and make observations</li> <li>• use shape and space to help your understanding</li> <li>• use information from lists and simple diagrams to help your understanding</li> <li>• copy a given process or routine to increase your understanding.</li> </ul> | <p>people who went on holiday to England) or a block graph (e.g. to identify which TV programme is the most popular).</p> <p><b>Measure and make observations</b><br/>You must know how to use simple measuring instruments (e.g. a ruler or measuring jug) and how to make accurate observations (e.g. counting the number of people in a queue).</p> <p><b>Copy a given process or routine</b><br/>You must be able to carry out a process or routine after someone has shown you how to do it.</p> |
|--|---|---|---|

## NE1.2 Carry out calculations

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:   | Guidance   |
|--|---|---|--|
| <p><b>NE1.2.1</b><br/>Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task.</p> | <p>Evidence must show that the candidate can work with the methods and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> <li>• how the candidate has checked their calculations</li> <li>• how the results make sense in relation to their task. (The latter may be in the form of a witness statement.)</li> </ul> | <ul style="list-style-type: none"> <li>• use methods you have been given</li> <li>• work to the levels of accuracy you have been given</li> <li>• count reliably up to 10 items</li> <li>• read, write, order and compare whole numbers up to 10 including zero</li> <li>• add single-digit numbers with totals to 10, and subtract single-digit numbers from whole numbers up to 10</li> <li>• interpret +, – and = in practical situations for solving problems</li> <li>• recognise and select coins and notes</li> <li>• describe size, and use direct comparisons for the size of at least two items</li> <li>• describe length, width and height, and use direct comparisons for length, width and height of items</li> </ul> | <p><b>Levels of accuracy</b><br/>You must know how to work to levels of accuracy given to you by your teacher, tutor or trainer, such as to the nearest pound.</p> <p><b>Check calculations</b><br/>You must always check for accuracy as the final step in your calculations. You must use a calculator and methods you have been given.</p> <p><b>Check that results make sense</b><br/>While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.</p> |

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|  |  | <ul style="list-style-type: none"><li>• describe weight, and use direct comparisons for weight of items</li><li>• describe capacity, and use direct comparisons for capacity of items</li><li>• recognise and name common 2-D and 3-D shapes, including rectangle, square, circle and cube</li><li>• sort and classify objects using a single criterion</li><li>• understand everyday positional vocabulary</li><li>• construct simple representations or diagrams using knowledge of numbers, measures or space and shape</li><li>• use a calculator and methods</li><li>• you have been given to check your calculations</li><li>• correct any errors</li><li>• • check that your results make sense.</li></ul> |  |
|--|--|---|--|

## NE1.3 Interpret results and present findings

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance  |
|--|---|--|---|
| <p><b>NE1.3.1</b><br/>Present your findings.</p>                               | <p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units. If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully. While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p> | <ul style="list-style-type: none"> <li>• use whole numbers, measures, objects or simple images as appropriate to present your results</li> <li>• use appropriate vocabulary to describe quantities and common measures.</li> </ul> | <p><b>Present</b><br/>You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p> |
| <p><b>NE1.3.2</b><br/>Show how your results meet the purpose of your task.</p> | <p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> <li>• show the results of their calculations</li> <li>• show how they meet the purpose of their task.</li> <li>• Evidence may be in the form of either:</li> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>  | <ul style="list-style-type: none"> <li>• show how your results meet the purpose of your task.</li> </ul>   | <p><b>Describe</b><br/>You must know how to show how your results relate to the problem or task you were given.</p>   |



## Entry Level 2 – Application of Number

### NE2.1 Understand numerical data

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:   | Guidance   |
|--|---|---|--|
| <p><b>NE2.1.1</b><br/>Confirm that you understand a given practical problem or task involving numbers, measures and simple shapes.</p> | <p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>    | <ul style="list-style-type: none"> <li>• check with an appropriate person that you understand the problem or task . . .</li> </ul>  | <p><b>Confirm</b><br/>You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p> |
| <p><b>NE2.1.2</b><br/>Confirm how you will tackle it.</p>  | <p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul> | <p>. . . and how you will tackle it.</p>  | <p><b>Confirm</b><br/>You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>       |
| <p><b>NE2.1.3</b><br/>Read, understand and record data from two different sources to meet the purpose of your task.</p>                | <p>Evidence must show that the candidate is clear about how the data meets their purpose.</p> <p>Evidence must include data from at least two different sources. At least</p>   | <ul style="list-style-type: none"> <li>• read, understand and extract information given by numbers, symbols, lists, simple tables, simple diagrams, charts and block</li> </ul> | <p><b>Read, understand, extract</b><br/>You must know how to obtain information from sources such as simple:</p>   |

|  |  |  |  |
|--|--|--|--|
| <p>Your sources must include a simple diagram.</p> | <p>one source must include a simple diagram.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• copies of source material</li> <li>• details of the site(s) of observation/measurement</li> <li>• records of data obtained.</li> </ul> | <p>graphs in numerical and written material</p> <ul style="list-style-type: none"> <li>• read and record time in common date formats, and understand time displayed on analogue and 12-hour digital clocks in hours, half-hours and quarter-hours</li> <li>• make numerical comparisons from block graphs</li> <li>• use whole numbers and simple fractions to measure and make observations</li> <li>• collect simple numerical information to help your understanding</li> <li>• read simple scales to the nearest</li> <li>• labelled division</li> <li>• use shape and space to record simple information</li> <li>• use information from lists, tables, simple diagrams and block graphs to help your understanding</li> <li>• follow a given process or routine to increase your understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• diagrams (e.g. to understand the proposed location of a temporary building)</li> <li>• tables (e.g. a 2 x 3 cell matrix)</li> <li>• charts, such as a pie chart (e.g. to identify the number of people ordering each item on a menu)</li> <li>• block graphs (e.g. to identify which salesperson had the most sales).</li> </ul> <p><b>Measure and make observations</b><br/>You must know how to use simple measuring instruments (e.g. a ruler or measuring jug) and how to make accurate observations (e.g. counting the number of people in a queue).</p> <p><b>Record</b><br/>You must record measurements and observations accurately and in a way that is fit for the purpose of your task (e.g. by filling in a simple form).</p> |
|--|--|--|--|

## NE2.2 Carry out calculations

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:  | Guidance   |
|---|--|--|--|
| <p><b>NE2.2.1</b></p> <p>Use the data you have obtained to carry out calculations to do with amounts or sizes that are relevant to your task.</p> | <p>Evidence must show that the candidate can work with the methods and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> <li>• how the candidate has checked their calculations</li> <li>• how the results make sense in relation to their task.</li> </ul> <p>The latter may be in the form of a witness statement.</p> | <ul style="list-style-type: none"> <li>• use methods you have been given</li> <li>• work to the levels of accuracy you have been given</li> <li>• count reliably up to 20 items</li> <li>• read, write, order and compare whole numbers up to 100</li> <li>• add and subtract two-digit whole numbers</li> <li>• multiply using single-digit whole numbers</li> <li>• recall addition and subtraction facts to 10</li> <li>• approximate by rounding to the nearest 10</li> <li>• use and interpret +, −, x and = in practical situations for solving problems</li> <li>• read, write and compare halves and quarters of quantities</li> <li>• find halves and quarters of small numbers of items or shapes</li> </ul> | <p><b>Levels of accuracy</b></p> <p>You must know how to work to levels of accuracy given to you by your teacher, tutor or trainer, such as to the nearest pound.</p> <p><b>Check calculations</b></p> <p>You must always check for accuracy as the final stage in your calculations. You must use a calculator and methods you have been given.</p> <p><b>Check that results make sense</b></p> <p>While your results may be based on accurate calculations, they may not ‘make sense’ or be fit for purpose in relation to the problem or task that you have tackled. You must check this.</p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• make amounts of money up to £1 in different ways using 1p, 2p, 5p,</li><li>• 10p, 20p and 50p coins</li><li>• calculate the cost in pence of more than one item, and the change from a transaction</li><li>• calculate the cost in whole pounds of more than one item, and the change from a transaction</li><li>• estimate, measure and compare length, weight and capacity using common standard and non-standard units</li><li>• read and compare positive temperatures in everyday situations</li><li>• recognise and name 2-D and 3-D shapes, including triangles, cylinders and pyramids</li><li>• describe the properties of common 2-D and 3-D shapes</li><li>• sort and classify objects using two criteria</li><li>• use positional vocabulary</li><li>• represent information so that it makes sense to others</li></ul> |  |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• use a calculator and methods you have been given to check your calculations</li><li>• correct any errors</li><li>• check that your results make sense.</li></ul> |  |
|--|--|--|--|

## NE2.3 Interpret results and present findings

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance  |
|--|---|--|---|
| <p><b>NE2.3.1</b><br/>Present your findings.</p>                                   | <p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units. If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully. While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p> | <ul style="list-style-type: none"> <li>• use whole numbers, common fractions, measures, lists, simple tables, simple charts, simple diagrams, and symbols as appropriate to present your results</li> <li>• use common units of measure to define quantities.</li> </ul> | <p><b>Present</b><br/>You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p> |
| <p><b>NE2.3.2</b><br/>Describe how your results meet the purpose of your task.</p> | <p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> <li>• describe the results of their calculations</li> <li>• describe how they meet the purpose of their task.</li> </ul> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• describe how your results meet the purpose of your task.</li> </ul>   | <p><b>Describe</b><br/>You must know how to describe how your results relate to the problem or task you were given.</p>   |

### Entry Level 3 – Application of Number

## NE3.1 Understand numerical data

| You must provide evidence that you can:   | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance  |
|---|---|--|---|
| <p><b>NE3.1.1</b><br/>Confirm that you understand a given practical problem or task involving numbers, measures, simple shapes, and diagrams.</p> | <p>Evidence must show that the candidate has understood the given problem or task.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>    | <ul style="list-style-type: none"> <li>• check with an appropriate person that you understand the problem or task . . .</li> </ul>   | <p><b>Confirm</b><br/>You must show that you understand the problem or task that you have been given (e.g. by repeating it in your own words and/or asking for more detail).</p>  |
| <p><b>NE3.1.2</b><br/>Confirm how you will tackle it.</p>   | <p>Evidence must show that the candidate has understood how the task will be tackled.</p> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul> | <p>. . . and how you will tackle it.</p>   | <p><b>Confirm</b><br/>You must show that you understand how you will tackle the task (e.g. by repeating instructions in your own words and/or asking for more detail).</p>  |
| <p><b>NE3.1.3</b><br/>Obtain, read, understand and record data from at least two sources to meet the purpose of your task.</p>                    | <p>At least one source must require the candidate to read/collect and record data.</p> <p>Evidence must include data that the candidate has obtained, read, understood and recorded from at</p>   | <ul style="list-style-type: none"> <li>• read, understand and extract information given by numbers, symbols, lists, tables, simple diagrams, charts and block graphs used for different purposes and in different ways in</li> </ul> | <p><b>Obtain, read, understand, extract</b><br/>You must know how to obtain information from sources such as:</p> <ul style="list-style-type: none"> <li>• tables (e.g. a table showing how many guests ordered each dish on a menu)</li> </ul> |

|  |  |  |   |
|--|--|--|---|
| <p>Your sources must include a simple diagram.</p> | <p>least two sources. At least one source must include a simple diagram.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• copies of source material</li> <li>• details of the site(s) of observation/measurement</li> <li>• records of data obtained.</li> </ul> | <p>numerical and written material</p> <ul style="list-style-type: none"> <li>• make numerical comparisons from bar charts and pictograms</li> <li>• use whole numbers, fractions and decimals to measure and make observations</li> <li>• make observations and record numerical information using a tally</li> <li>• read simple scales</li> <li>• use shape and space to record information</li> <li>• use numerical information from lists, tables, diagrams and simple charts to help your understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• charts (e.g. a pie chart showing the proportion of businesses with each of a given range of employees)</li> <li>• block graph (e.g. that shows how many candidates achieved each grade in an examination)</li> <li>• simple diagrams (e.g. an outline</li> <li>• floor plan of a room).</li> </ul> <p><b>Measure and make observations</b><br/>You must know how to use simple measuring instruments (e.g. a thermometer or weighing machine) and how to make accurate observations (e.g. counting the number of cars in a car park at different times of the day).</p> <p><b>Record</b><br/>You must record measurements and observations accurately and in a way that is fit for the purpose of your task, using a tally where appropriate (e.g. when observing the number of passers-by a given point).</p> |
|--|--|--|---|

## NE3.2 Carry out calculations



| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance  |
|--|---|--|---|
| <p><b>NE3.2.1</b><br/>Use the data you have obtained to carry out calculations relevant to your task to do with:</p> <p>a) amounts or sizes<br/>b) proportion.</p> | <p>Evidence must show that the candidate can work with the methods, materials and levels of accuracy that they have been given.</p> <p>Evidence must include notes of:</p> <ul style="list-style-type: none"> <li>• how the candidate has checked their calculations</li> <li>• how the results make sense in relation to their task.</li> </ul> <p>The latter may be in the form of a witness statement.</p> | <ul style="list-style-type: none"> <li>• use methods and materials you have been given to get the results you need</li> <li>• work to the levels of accuracy you have been given</li> <li>• count, read, write, order and compare whole numbers up to 1000</li> <li>• add and subtract using three-digit numbers</li> <li>• multiply two-digit whole numbers by single-digit whole numbers</li> <li>• divide two-digit whole numbers by single-digit whole numbers and interpret remainders</li> <li>• recall addition and subtraction facts to 20</li> <li>• recall simple multiplication facts</li> <li>• approximate by rounding numbers less than 1000 to the nearest 10 or 100</li> <li>• estimate answers to calculations</li> </ul> | <p><b>Carry out calculations</b><br/>Application of Number requires you to show that you can carry out a number of different types of calculations to do with ‘amounts or sizes’ and ‘proportion’. ‘Amounts or sizes’ is a single category. From each of these categories, you must present at least one example as evidence.</p> <p>a. Amounts or sizes<br/>You must know how to carry out calculations using:</p> <ul style="list-style-type: none"> <li>• whole numbers</li> <li>• decimals up to two decimal places in practical contexts (e.g. to work with money).</li> </ul> <p>b. Proportion<br/>You must know how to read, write and understand common fractions and decimals when expressing or comparing proportions.</p> <p><b>Levels of accuracy</b><br/>You must know how to work to levels of accuracy given to you by</p> |

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|  |  | <ul style="list-style-type: none"> <li>• use and interpret +, −, ×, ÷ and = in practical situations for solving problems</li> <li>• read, write and understand common fractions</li> <li>• recognise and use equivalent forms</li> <li>• read, write and understand decimals up to two decimal places in practical contexts</li> <li>• estimate, calculate and compare money by: <ul style="list-style-type: none"> <li>– adding and subtracting sums using decimal notation</li> <li>– rounding sums to the nearest £1,10p</li> <li>– making approximate calculations</li> </ul> </li> <li>• read, measure and record time using: <ul style="list-style-type: none"> <li>– a.m. and p.m.</li> <li>– common date formats</li> <li>– digital clocks and analogue clocks to the nearest five-minute intervals</li> </ul> </li> <li>• estimate, read, measure and compare length, capacity, weight</li> </ul> | <p>your teacher, tutor or trainer, such as to the nearest pound.</p> <p><b>Check calculations</b><br/>You must always check for accuracy as the final stage in your calculations. You must use a calculator and methods you have been given.</p> <p><b>Check that results make sense</b><br/>While your results may be based on accurate calculations, they may not 'make sense' or be fit for purpose in relation to the problem or task that you have tackled. You must check this.</p> |
|--|--|--|---|

|  |  |   |  |
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|  |  | <ul style="list-style-type: none"><li>• and temperature using non-standard and standard units</li><li>• choose and use appropriate units and measuring instruments</li><li>• sort 2-D and 3-D shapes to solve practical problems using properties</li><li>• organise and represent information in different ways so that it makes sense to others</li><li>• calculate efficiently using whole numbers and decimals</li><li>• use a calculator and methods you have been given to check your calculations</li><li>• correct any errors</li><li>• check that your results make sense.</li></ul> |  |
|--|--|---|--|

## NE3.3 Interpret results and present findings

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:   | Guidance  |
|---|--|---|---|
| <p><b>NE3.3.1</b><br/>Present your findings.</p>                                  | <p>Evidence must show that the candidate can, with guidance from a teacher, tutor or trainer, make appropriate choices of how to present their findings and results, with appropriate use of units. If ICT is used to produce graphics, evidence must show that the candidate has checked their accuracy and can explain them fully.</p> <p>While graphics must be produced on paper, evidence of understanding may be in the form of a witness statement.</p> | <ul style="list-style-type: none"> <li>• use numbers, fractions, decimals, measures, tables, diagrams, charts or graphs, and symbols as appropriate to present your results</li> <li>• use common units of measure to define quantities.</li> </ul> | <p><b>Present</b><br/>You must know how to present your findings and results effectively, using methods suggested by or agreed with your teacher, tutor or trainer.</p> |
| <p><b>NE3.3.2</b><br/>Explain how your results meet the purpose of your task.</p> | <p>Evidence must show that the candidate can:</p> <ul style="list-style-type: none"> <li>• describe the results of their calculations</li> <li>• describe how they meet the purpose of their task.</li> </ul> <p>Evidence may be in the form of either:</p> <ul style="list-style-type: none"> <li>• notes produced by the candidate (by hand or electronically) <b>or</b></li> <li>• a witness statement.</li> </ul>  | <ul style="list-style-type: none"> <li>• explain how your results meet the purpose of your task.</li> </ul>   | <p><b>Describe</b><br/>You must know how to explain how your results relate to the problem or task you were given.</p>  |

# Level 1 – 3: Essential Application of Number Skills

## Amplification of Assessment Requirements

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Levels 1, 2 and 3

These qualifications are about demonstrating skills in:

- understanding numerical data
- carrying out calculations
- interpreting results and presenting findings

### Notes:

1. Each level of skill incorporates and builds on the previous level. For example, in N1.2 the requirement to *'multiply and divide a simple decimal by a whole number, with and without a calculator'* builds on *'multiply two-digit whole numbers by single-digit whole numbers'* (Entry Level 3); when carrying out calculations at Level 3, learners need to know how to *'work with, and convert between fractions, decimals and percentages'*, which is a requirement at Level 2.
2. Learners need to show that they can apply their skills in the way they are specified in the first column of the Amplification Table, headed, **'Learning outcome'**. In order to meet these requirements, learners need to have the skills listed in the second column headed, **'The learner needs to know how to:'**. Practitioner/Assessor guidance is provided in the third column headed, **'Practitioner/Assessor guidance'**.

### Assessment

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Learners will be assessed via a Controlled Task and a short Confirmatory Test to confirm that their skills meet Essential Application of Number Skills specifications at the required level.

The **Controlled Task** is an activity that covers all three components - N1/2/3.1, N1/2/3.2 and N1/2/3.3 - as a continuous process; it confirms that a learner can use their skills in a meaningful way and demonstrate understanding of the whole process.

The **Confirmatory Test** is an externally assessed activity and confirms a learner's underpinning knowledge and skills.

## Controlled Task and Confirmatory Test Specification

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- The Essential Application of Number Skills qualification will be awarded to learners who demonstrate that their skills meet the specification in both the Controlled Task and the externally assessed Confirmatory Test.
- The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Confirmatory Test.
- Both the Controlled Task and Confirmatory Test are summative. Learners should take these assessments when they have developed the skills at the required level. The pass mark is set at a level to reflect this expectation.

### Controlled Task Specification<sup>10</sup>

- Controlled Tasks will be externally set (or approved) by awarding bodies.
- Controlled Tasks will meet the requirements of the Essential Application of Number Skills specification.
- An Assessor Pack and Assessment Record will accompany each Controlled Task, explicitly referencing the assessment requirements and the specification.
- Controlled conditions will be defined by awarding bodies.

#### Duration:

- Level 1 - up to 4 hours
- Level 2 - up to 5 hours
- Level 3 - up to 8 hours

The Task is designed to be completed in its entirety within the maximum hours stated for each level. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period. Centres' normal academic holiday periods and valid learner absence (e.g. through illness or incapacity) may be disregarded when calculating the maximum working period.

### Confirmatory Test Specification

- The Confirmatory Test must be completed in addition to the Controlled Task.
- All Tests will be based on a common specification. They will consist entirely of fixed-response (multiple choice) items delivered as either an onscreen or a paper-based test. Each Test at:
  - Level 1 will consist of 20 items; duration 30 minutes
  - Level 2 will consist of 20 items; duration 45 minutes
  - Level 3 will consist of 30 items; duration 60 minutes.
- Each multiple choice item will have one correct answer, with strong distractors; each item will be worth one mark.
- Unlike the Controlled Task, the Test may not explicitly assess problem solving capabilities, although the questions will be broadly scenario-based using everyday

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<sup>10</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'

contexts that are likely to be relevant and engaging to 16+ and adult learners across a wide range of settings.

- Learners will be expected to demonstrate the resilience necessary to complete the Test in one sitting.
- Test materials provided by awarding bodies will be free of any form of bias (for example, gender, ethnicity, or age-related) that might favour or disadvantage any learner or groups of learners.
- All Tests will be conducted under invigilated conditions (in compliance with the requirements of the JCQ ICE or similar). All responses must be generated entirely by the learner without third party assistance with any material aspect of the assessment.
- Calculators (of any kind) must not be used during any of the Essential Application of Number Skills Tests.
- The pass mark for each Test will be set by the awarding bodies.

## Controlled Task - Essential Application of Number Skills

| Controlled Task Specification  |   |  |
|--|---|--|
| <p>The Task must be designed to integrate the three components. The task should cover these components in reasonably balanced proportions, with between 30 – 40% of the marks allocated to each component and must engage these areas in coherent, purposeful and applied activities.</p> <p>When completing the task, candidates must show some evidence of manual calculations - calculators and digital software must not be used to carry out all of the calculations.</p> |   |  |
| Level 1 Plan of Task   | Level 2 Plan of Task  | Level 3 Plan of Task   |
| <p><b>Task plan</b></p> <p>Candidates will be required to follow the process below in line with the three skill areas:</p> <ul style="list-style-type: none"> <li>● What do I want to find out?</li> <li>● How will I do it?</li> <li>● How do I present my findings?</li> </ul>   |   |  |
| Level 1 - N1.1 Understand Numerical Data   | Level 2 - N2.1 Understand Numerical Data  | Level 3 - 3.1 Understand Numerical Data  |
| <p>The task must require candidates to select relevant numerical data and information from at least two different source documents. A range of source documents must be provided to support the task.</p>  | <p>The task will require candidates to select relevant numerical data and information from at least three different source documents. A range of source documents must be provided to support the task.</p> | <p>The task must require candidates to select numerical data and information from at least three different source documents. A range of source documents must be provided to support the task.</p> |



|   |   |  |
|---|---|--|
| <p>The source documents must include at least two of the following at the appropriate level:</p> <ul style="list-style-type: none"> <li>● table</li> <li>● chart</li> <li>● graphs</li> <li>● diagrams</li> </ul> <p>The task must require candidates to plan their approach based upon the source material they have chosen.</p> <p>The task will require learners to plan and describe how they are going to tackle the task.</p> | <p>The source documents must include at least two of the following at the appropriate level:</p> <ul style="list-style-type: none"> <li>● table</li> <li>● chart</li> <li>● graphs</li> <li>● diagram</li> </ul> <p>The task must require candidates to plan their approach based upon the source material they have obtained.</p> <p>The task must require candidates to identify, then plan and describe how they are going to tackle the task.</p> | <p>The source documents must include at least two of the following at the appropriate level:</p> <ul style="list-style-type: none"> <li>● table</li> <li>● chart</li> <li>● graphs</li> <li>● diagrams</li> </ul> <p>At least one source document must be a large, complex data set.</p> <p>The task must require candidates to plan their approach based upon the source material they have obtained.</p> <p>The task must require candidates to plan and describe how they are going to tackle the task.</p> |
|---|---|--|

| Level 1 – N1.2 Carry Out Calculations   | Level 2 - N2.2 Carry Out Calculations   | Level 3 - N3.2.Carry Out Calculations   |
|---|---|---|
| <p>The task must be designed to require the candidate to carry out calculations from at least two of the following three categories:</p> <ol style="list-style-type: none"> <li>1. amounts or sizes</li> <li>2. scales or proportion</li> <li>3. handling statistics</li> </ol> <p>The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This must include a minimum of four of the underpinning skills from N1.2 b - k.</p> <p>The task must require candidates to show that they have worked to the levels of accuracy required for the purpose and context.</p> | <p>The task must require candidates to carry out calculations from at least two of the following three categories:</p> <ol style="list-style-type: none"> <li>1. amounts or sizes</li> <li>2. scales or proportion</li> <li>3. handling statistics</li> </ol> <p>The task should require the use of formulae in at least one of the above categories.</p> <p>The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This will include a minimum of five of the underpinning skills from N2.2 b, d - m.</p> <p>The task must require candidates to show that they have worked to the levels of accuracy (e.g. decimal places/significant places) required for the purpose and context.</p> | <p>The task must require candidates to carry out calculations from at least two of the following three categories:</p> <ol style="list-style-type: none"> <li>1. amounts or sizes</li> <li>2. scales or proportion</li> <li>3. handling statistics</li> </ol> <p>The task should require the use of formulae in at least one of the above categories.</p> <p>The task must require candidates to demonstrate the skills that comprise these categories in a way that provides evidence of proficiency at the level. This must include a minimum of six of the underpinning skills from N3.2 b - d, f - o.</p> <p>The task must require candidates to show that they have worked to the levels of accuracy required for the purpose and context.</p> |

| Level 1 – N1.3 Interpret and Present Results and Findings  | Level 2 - N2.3 Interpret and Present Results and Findings  | Level 3 – N3.3 Interpret and Present Results and Findings  |
|--|--|--|
| <p>The task must require candidates to choose how to present the results of their calculations, using two different and appropriate ways from:</p> <ul style="list-style-type: none"> <li>● tables</li> <li>● charts</li> <li>● graphs or</li> <li>● diagrams</li> </ul> <p>The task must require candidates to present and describe their findings – they must explain how their results relate to the purpose of the task.</p> | <p>The task must require candidates to select how to present the results of their calculations, using two different and appropriate ways from:</p> <ul style="list-style-type: none"> <li>● tables</li> <li>● comparative/component bar charts or pie charts</li> <li>● line graphs or</li> <li>● diagrams</li> </ul> <p>and explain why these ways are appropriate to meet the purpose of the task.</p> <p>The task must require candidates to present their results and findings effectively.</p> <p>The task must require candidates to explain, emphasising key points, what their results mean and how, and/or if, their methods and results meet their purpose, and are appropriate to the task.</p> | <p>The task will require learners to select how to present the results of their calculations, using two different and appropriate ways from:</p> <ul style="list-style-type: none"> <li>● complex tables</li> <li>● comparative/component bar charts or pie charts</li> <li>● multiple line graphs/line graphs</li> <li>● complex diagrams</li> </ul> <p>and justify why these ways are appropriate to meet the purpose of the task.</p> <p>The task must require candidates to present their results and explain their findings, emphasising key points and justifying how, and/or if, their methods and results meet their purpose, and are appropriate to the task.</p> |

## Confirmatory Test

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### Essential Application of Number Skills - Level 1

The Essential Application of Number Skills Confirmatory Test at Level 1 will assess aspects of N1.1 and N1.2.

It will consist of 20 items, including:

|      | Skills being assessed<br>(The learner needs to know how to:)   |
|------|--|
| N1.1 | read, understand and extract information from tables, charts, simple graphs and diagrams   |
|      | read and understand numbers presented in different ways, including large numbers in figures or words, simple fractions, decimals, percentages, ratios and negative numbers         |
|      | read scales on familiar measuring equipment using everyday units   |
|      | read, measure and record time in common date and time formats and in context   |
|      | use scales and diagrams to find and interpret information  |
|      | use mathematical properties of 2-D shapes to record measurements   |
| N1.2 | add and subtract with whole numbers and simple decimals without a calculator   |
|      | multiply and divide a simple decimal by a whole number, without a calculator   |
|      | use simple fractions and percentages   |
|      | use equivalences between common fractions, percentages and decimals  |
|      | add, subtract, multiply, divide and record sums of money   |
|      | calculate within a system by: <ul style="list-style-type: none"><li>- adding and subtracting common units of measure</li><li>- converting units of measure in the system</li></ul> |
|      | work out perimeters, areas and volumes   |
|      | use ratios and proportions   |
|      | find the range and average (mean) of up to 10 items  |
|      |  |

## Essential Application of Number Skills - Level 2

The Essential Application of Number Skills Confirmatory Test at Level 2 will assess aspects of N2.1 and N2.2.

It will consist of 20 items, including:

|      | Skills being assessed<br>(The learner needs to know how to:)  |
|------|---|
| N2.1 | read, understand and interpret information from tables, charts, graphs and diagrams   |
|      | read and understand numbers presented in different ways   |
|      | read scales on a range of equipment to given levels of accuracy   |
|      | calculate time in different formats   |
|      | understand compound measures  |
| N2.2 | carry out calculations involving two or more steps, with numbers of any size, without a calculator  |
|      | work with, and convert between fractions, decimals and percentages  |
|      | calculate with sums of money and convert between currencies   |
|      | calculate within a system and between systems using: <ul style="list-style-type: none"> <li>- conversion tables and scales</li> <li>- approximate conversion factors</li> </ul> |
|      | use proportions and calculate using ratio   |
|      | identify the range of possible outcomes of combined events through probability and record the information using diagrams or tables  |
|      | compare sets of data of a suitable size, selecting and using the mean/ median/ mode as appropriate  |
|      | use range to describe the spread within sets of data  |
|      | understand and use relevant formulae  |
|      | calculate efficiently using whole numbers, fractions, decimals and percentages  |

## Essential Application of Number Skills - Level 3

The Essential Application of Number Skills Confirmatory Test at Level 3 will assess aspects of N3.1 and N3.2.

It will consist of 30 items, including:

|      | Skills being assessed<br>(The learner needs to know how to:)                            |
|------|---|
| N3.1 | read and understand numbers presented in different ways                                 |
|      | read, understand and interpret information from tables, charts, graphs and diagrams     |
| N3.2 | carry out multi-stage calculations efficiently with numbers of any size                 |
|      | use powers and roots  |
|      | use compound measures   |
|      | calculate missing angles and sides in right-angled triangles from known side and angles |
|      | calculate, measure, record and compare time in different formats                        |
|      | calculate within and between systems and make accurate comparisons                      |
|      | solve problems involving irregular 2-D shapes   |
|      | work out actual dimensions from scale drawings and scale quantities up and down         |
|      | work out proportional change  |
|      | rearrange and use formulae, equations and expressions                                   |

## Essential Application of Number Skills Practitioner/Assessor Guidance

## Essential Application of Number Skills - Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Application of Number Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

### N1.1 Understand Numerical Data

| Learning outcome<br>(EAoNS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments) | Practitioner/Assessor guidance<br>(guidance on skills development)   |
|--|--|--|
| <p><b>N1.1.1</b></p> <p>Understand, plan and describe how to tackle a given practical problem or task that involves numerical data and information</p> | <p>a) plan and describe how to tackle a problem or task</p>  | <p><b>Understand a problem or task / plan and describe</b></p> <p>Learners should show that they understand a practical problem or task by producing a plan.</p> <p>The plan should:</p> <ul style="list-style-type: none"> <li>● have clear structure, showing the problem or task broken down into a series of logical steps e.g. list, spider diagram, table, flow chart</li> <li>● be detailed and relevant for all aspects of the problem or task; describe the method/calculations to be used e.g. <i>'I will calculate the mean of 10 rental prices...'</i></li> </ul> <p>Learners should show:</p> <ul style="list-style-type: none"> <li>● the information they need to find</li> <li>● what calculations they need to do</li> <li>● how they will present their findings.</li> </ul> |



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| <p><b>N1.1.2</b></p> <p>Select relevant numerical data and information from at least two different sources relevant to meeting the purpose of a task</p> | <p>a) read, understand and extract information from tables, charts, simple graphs and diagrams</p> <p>b) read and understand numbers presented in different ways, including large numbers in figures or words, simple fractions, decimals, percentages, ratios and negative numbers</p> <p>c) collect and record data from accurate observations</p> <p>d) read scales on familiar measuring equipment using everyday units</p> <p>e) read, measure and record time in common date and time formats and in context</p> <p>f) use appropriate units and instruments to estimate, read, measure and compare length, weight, capacity, time and temperature</p> <p>g) use scales on diagrams to find and interpret information</p> <p>h) use mathematical properties of 2-D shapes to record measurements</p> | <p><b>Read, understand and extract</b></p> <p>Learners should independently select relevant numerical data and information from given graphical, numerical and written sources.</p> <p>Sources provided should be straightforward everyday material/used for different purposes.</p> <p>Learners should provide *written evidence to show that they have read, understood and extracted relevant information from tables, charts, simple graphs or diagrams. <i>*Learners can show evidence of this anywhere in the Controlled Task e.g. in their plan.</i></p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>● <i>interpreting everyday data e.g. in charts, graphs:</i> <ul style="list-style-type: none"> <li>- <i>understanding that these are not used just to inform - can also be used to persuade, mislead</i></li> <li>- <i>developing skills in critical questioning</i></li> </ul> </li> <li>● <i>considering more than one way to present the same data e.g. different scales for the same format</i></li> </ul> <p><b>Read and understand numbers presented in different ways/ read numbers and record accurate observations</b></p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>● <i>reading numbers in words and digits in everyday material, including negative numbers, simple fractions, decimals, percentages and ratios; discussing place value up to 7 digits/ decimals up to three places; using zero as a place holder; using symbols for 'greater than'/'less than'</i></li> <li>● <i>using units and instruments for different measuring tasks</i></li> </ul> |
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## N1.2 Carry out Calculations

| Learning outcome<br>(EAoNS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)  |
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| <p><b>N1.2</b></p> <p>Use the data and information identified in N1.1 to carry out calculations appropriate to a task to do with:</p> <ul style="list-style-type: none"> <li>A) amounts or sizes</li> <li>B) scales or proportion</li> <li>C) handling statistics</li> </ul> | <ul style="list-style-type: none"> <li>a) work to given levels of accuracy</li> <li>b) add and subtract with whole numbers and simple decimals, with and without a calculator</li> <li>c) multiply and divide a simple decimal by a whole number, with and without a calculator</li> <li>d) use simple fractions and percentages</li> <li>e) use equivalencies between common fractions, percentages and decimals</li> <li>f) add, subtract, multiply, divide and record sums of money</li> <li>g) calculate within a system by:               <ul style="list-style-type: none"> <li>- adding and subtracting common units of measure</li> <li>- converting units of measure in the system</li> </ul> </li> <li>h) work out perimeters, areas and volumes</li> <li>i) use ratios and proportions</li> <li>j) use probability to show (using fractions, decimals and percentages) that some events</li> </ul> | <p><b>Carry out calculations</b></p> <p>Learners should be provided with levels of accuracy for calculations.</p> <p>Learners should provide written evidence that given levels of accuracy have been considered <b>(a)</b>.</p> <p>Learners should provide written evidence of their calculations*. If a calculator is used, the learner needs to record the numbers they put into the calculator. If a spreadsheet is used, the learner needs to record the numbers and formulas used.</p> <p><i>*There are marks for showing a correct process/method in the Controlled Task. Learners need to be encouraged to record the steps taken within calculations.</i></p> <p>Skills include:<br/> <b>(b), (c), (f)</b> using addition, subtraction, multiplication and division efficiently when solving problems with whole numbers/decimals up to two places, including money calculations, with and without a calculator; multiplying and dividing whole numbers and decimals by 10 and 100.</p> <p><b>(d), (e)</b> using common equivalent fractions e.g. <math>\frac{3}{6} = \frac{1}{2}</math>; finding fractional and percentage parts e.g. <math>\frac{3}{4}</math>, 20% of an amount; finding percentage increase and decrease e.g. 10% reduction in cost /1% pay</p> |

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|  | <p>are more likely to occur than others</p> <p>k) find the range and average (mean) of up to 10 items</p> <p>l) use different ways of checking methods and calculations</p> <p>m) identify and correct errors</p> <p>n) check that results make sense</p> | <p><i>rise; using a calculator to investigate fractions as decimals and percentages; recognising equivalencies e.g. <math>50\% = 1/2</math>, <math>0.25 = 1/4</math>.</i></p> <p><b>(g)</b> <i>knowing the relationship between metric units e.g. calculating a weight gain over a period of time; converting measurements to the same units when working out an area; comparing the dimensions of office furniture items given in mm/cm</i></p> <p><b>(h)</b> <i>discussing the meaning of perimeters, areas and volumes, how they are measured and their use in practical contexts; investigating simple shapes with the same perimeter; knowing that measurements must be in the same units before calculating</i></p> <p><b>(i)</b> <i>using ratio in everyday situations; direct proportion - scaling quantities up or down e.g. in recipes, cement mixes; calculating actual measurements from a scale drawing</i></p> <p><b>(j)</b> <i>knowing that probability is an expression of likelihood - what is certain to happen/cannot happen/might happen e.g. a fifty-fifty chance, 50%, <math>1/2</math> or .5 when tossing a coin</i></p> <p><b>(k)</b> <i>understanding that range measures the spread of a set of data; knowing that mean is one type of average and can give a 'distorted average'</i></p> <p><b>(l), (m), (n)</b> <i>estimating answers; approximating by rounding; using checking methods e.g. using a calculator, inverse operations; judging when answers are sensible</i></p> |
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## N1.3 Interpret and Present Results and Findings

| <b>Learning outcome</b><br><i>(EAoNS Specification)</i>   | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Test assessments)</i>   | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>   |
|---|---|--|
| <p><b>N1.3.1</b></p> <p>Choose how to present the results of calculations using tables, charts, graphs or diagrams</p>  | <p>a) identify more than one appropriate way to present findings to a given audience, including using tables, charts, graphs or diagrams</p> <p>b) use appropriate ways to present findings, including a table, chart, graph or diagram, using the correct units</p> <p>c) label work correctly</p> | <p><b>Choose ways to present</b></p> <p>Learners should choose more than one suitable way to present their results/findings to a given audience e.g. table, bar chart, pie chart, flow diagram.</p> <p>Learners should populate their table, chart, graph with correct data.</p> <p><i>Electronic or hand drawn presentations are acceptable in the Controlled Task - assessors should allow <math>\pm 2\text{mm}</math> tolerance for plots on hand drawn charts or graphs.</i></p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>● <i>choosing the most appropriate/effective method of presentation for the problem or task</i></li> <li>● <i>using labelling e.g. suitable headings, correctly labelled axes, sensible scales</i></li> </ul> |
| <p><b>N1.3.2</b></p> <p>Present and describe the meaning of results and explain how they meet the purpose of a task</p> | <p>a) interpret results of calculations</p> <p>b) show how results relate to a problem or task</p> <p>c) describe meaning of results and explain how they meet the purpose of a task</p>  | <p><b>Present, describe and explain</b></p> <p>Learners should provide written evidence to show that they understand the meaning of their results within the context of a problem or task.</p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>● <i>interpreting results of calculations</i></li> </ul>  |

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|  |  | <ul style="list-style-type: none"><li>• <i>presenting and describing the results of calculations e.g. making valid comments about their findings</i></li><li>• <i>explaining how the results meet their purpose e.g. explaining why the results of calculations suggest that a proposed solution will/will not work</i></li></ul> |
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## Essential Application of Number Skills - Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Application of Number Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

| N2.1 Understand Numerical Data   |   |  |
|--|---|--|
| Learning outcome<br>(EAoNS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)   |
| <p><b>N2.1.1</b></p> <p>Identify and then plan and describe how to tackle a practical problem or task that involves numerical data and information</p> | <p>a) plan and describe how to tackle a problem or task</p> <p>b) select and compare relevant information</p> <p>c) explain choice of methods when relevant</p> | <p><b>Identify a problem or task/plan and describe</b></p> <p>Learners should show that they understand a practical problem or task by producing a plan.</p> <p>The plan should:</p> <ul style="list-style-type: none"> <li>● have clear structure, showing the problem or task broken down into a series of logical steps e.g. list, spider diagram, table, flow chart</li> <li>● be detailed and relevant for all aspects of the problem or task</li> </ul> <p>Learners should:</p> <ul style="list-style-type: none"> <li>● select and describe the information they will use</li> <li>● explain what methods and calculations they will use and the reason(s) for their choice e.g. <i>'I will use the mode for restocking purposes because I need to find the most popular items sold...'</i></li> <li>● describe how they will present their findings</li> </ul> |

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| <p><b>N2.1.2</b><br/>collect relevant numerical data and information from a range of sources to meet the purpose of a task</p> | <ul style="list-style-type: none"> <li>a) read, understand and interpret information from tables, charts, graphs and diagrams</li> <li>b) read and understand numbers presented in different ways</li> <li>c) collect and record data from accurate observations</li> <li>d) read scales on a range of equipment to appropriate levels of accuracy</li> <li>e) calculate time in different formats</li> <li>f) estimate, measure and compare length, weight, capacity, temperature, using metric and, where appropriate, imperial units</li> <li>g) recognise and use common 2-D representations of 3-D objects</li> <li>h) estimate amounts and proportions</li> <li>i) understand compound measures</li> </ul> | <p><b>Collect, record and interpret</b></p> <p>Learners should independently collect relevant numerical data and information from a range of graphical, numerical and written sources.</p> <p>Sources provided should be everyday material/used for different purposes.</p> <p>Learners should provide *written evidence to show that they have read, understood and interpreted relevant information from tables, charts, graphs or diagrams. *Learners can show evidence of this anywhere in the Controlled Task e.g. in their plan.</p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>• <i>interpreting data e.g. line graphs with more than one line; understanding the difference between discrete data and continuous data; knowing continuous data is collected through measurement / can only be collected to a certain degree of accuracy.</i></li> </ul> <p><b>Read and understand numbers presented in different ways/ read numbers and record accurate observations</b></p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>• <i>using practical contexts for reading, writing, ordering and comparing positive and negative numbers e.g. using large numbers to discuss population figures / national debt</i></li> <li>• <i>using units and instruments for different measuring tasks e.g. data collection to appropriate levels of accuracy</i></li> </ul> |
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## N2.2 Carry out Calculations

| Learning outcome<br>(EAoNS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
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| <p><b>N2.2</b></p> <p>Use data and information collected in N2.1 to carry out calculations appropriate to a task to do with:</p> <p>A) amounts or sizes<br/>B) scales or proportion<br/>C) handling statistics<br/>D) using formulae</p> | <p>a) show clearly methods of carrying out calculations including working to appropriate levels of accuracy</p> <p>b) carry out calculations involving two or more steps, with numbers of any size, with and without a calculator</p> <p>c) use mental arithmetic involving whole numbers and simple fractions</p> <p>d) work with, and convert between fractions, decimals and percentages</p> <p>e) calculate with sums of money and convert between currencies</p> <p>f) calculate within a system and between systems using:</p> <ul style="list-style-type: none"> <li>- conversion tables and scales</li> <li>- approximate conversion factors</li> </ul> <p>g) solve problems involving 2-D shapes and parallel lines</p> <p>h) use proportions and calculate using ratios</p> <p>i) identify the range of possible outcomes of combined events</p> | <p><b>Carry out calculations</b></p> <p>Learners should decide on their own levels of accuracy for calculations.</p> <p>Learners should provide written evidence that levels of accuracy have been considered <b>(a)</b>.</p> <p>Learners should provide written evidence of their calculations*. If a calculator is used, the learner needs to record the numbers they put into the calculator. If a spreadsheet is used, the learner needs to record the numbers and formulas used.</p> <p><i>*There are marks for showing a correct process/method in the Controlled Task. Learners need to be encouraged to record the steps taken within calculations.</i></p> <p>Skills include:<br/><b>(b), (c), (d), (e), (m)</b> carrying out a range of different calculations (involving two steps or more) with numbers of any size, in practical contexts, using efficient methods - written and mental/with and without a calculator.</p> <p><b>(d)</b> using fractions, decimals to order and compare quantities/ amounts; changing fractions to equivalent fractions for adding and subtracting purposes; calculating with decimals up to three places; evaluating one number as a fraction, decimal, percentage of another</p> |



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|  | <p>through probability and record the information using diagrams or tables</p> <p>j) compare sets of data of a suitable size, selecting and using the mean / median / mode as appropriate</p> <p>k) use range to describe the spread within sets of data</p> <p>l) understand and use relevant formulae</p> <p>m) calculate efficiently using whole numbers, fractions, decimals and percentages</p> <p>n) use different ways of checking methods and calculations</p> <p>o) identify and correct errors</p> <p>p) check that results make sense</p> | <p>e.g. <math>1/4</math> hour = 0.25 hour/750g as a fraction of a kilogram; understanding percentage increase and decrease e.g. for VAT, APR.</p> <p><b>(f)</b> recognising equivalences between imperial and metric measures e.g. a gallon is approx. 4.5 litres; knowing the relationship between metric units/between common imperial units; reading conversion tables and scales and using approximate conversions</p> <p><b>(g), (l)</b> identifying relevant formulae and carrying out calculations e.g. perimeters/areas/volumes - regular and composite shapes; using parallel lines in practical examples e.g. laying floor tiles; evaluating simple formulae using brackets e.g. perimeter = <math>2(l + w)</math>; using simple formulae in spreadsheets</p> <p><b>(h), (i)</b> understanding how to calculate the value of one part in a given ratio; using direct proportion in everyday contexts e.g. scaling recipes; calculating actual measurements from a scale drawing; discussing possible outcomes of an event e.g. throwing a die, tossing a coin; recording findings in tables/tree diagrams</p> <p><b>(j), (k)</b> comparing discrete/continuous data - finding the mean/median/mode to compare two sets of data/the range to describe the spread; considering the 'best' average and 'distorted' average; exploring the 'average', 'median', 'mode' functions in a spreadsheet</p> <p><b>(n), (o), (p)</b> using different methods to check answers - estimation, approximation by rounding; identifying and correcting errors; judging when answers are sensible</p> |
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## N2.3 Interpret and Present Results and Findings

| Learning outcome<br>(EAoNS Specification)   | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
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| <p><b>N2.3.1</b></p> <p>Select two different ways to present results using tables, charts, graphs or diagrams, as appropriate to meet the purpose of a task</p> | <ul style="list-style-type: none"> <li>a) understand what the results of calculations mean in the context of a problem or task</li> <li>b) identify and describe appropriate ways to present findings to different audiences, including numerical, graphical and written formats</li> <li>c) present findings effectively</li> </ul>   | <p><b>Select ways to present</b></p> <p>Learners should provide written evidence to show that they understand the meaning of their results/findings within the context of a problem or task.</p> <p>Learners should identify and describe more than one suitable method of presentation for their results/findings e.g. table, chart, graph or diagram.</p>   |
| <p><b>N2.3.2</b></p> <p>Present and explain methods and results, and how they meet the purpose and are appropriate for a task</p>                               | <ul style="list-style-type: none"> <li>a) construct complex tables, charts, graphs and diagrams and label with titles, scales, axes and keys appropriate to purpose and audience</li> <li>b) use more than one way to present findings including numerical, graphical and written formats</li> <li>c) explain methods used, highlighting main points of findings and explain how /or if they meet purpose</li> </ul> | <p><b>Present, describe and explain</b></p> <p>Learners should use more than one way to present their results/ findings within the context of a problem or task e.g. table, comparative /component bar chart, pie chart, line graph or diagram.</p> <p>Learners should populate their table, chart, graph with correct data.</p> <p><i>Electronic or hand drawn presentations are acceptable in the Controlled Task - assessors should allow <math>\pm 2\text{mm}</math> tolerance for plots on hand drawn charts or graphs.</i></p> <p>Presentations should be clear and accurate e.g. using suitable labelling and sensible scales.</p> <p>Learners should provide a written explanation of their methods, findings and what their results mean and how, and/or if, their methods</p> |

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|  |  | and results meet their purpose, and are appropriate to the problem or task. |
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## Essential Application of Number Skills - Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Application of Number Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

### N3.1 Understand Numerical Data

| <b>Learning outcome</b><br><i>(EAoNS Specification)</i>  | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Test assessments)</i>   | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>   |
|--|---|--|
| <p><b>N3.1.1</b></p> <p>Identify, analyse, effectively describe and plan how to tackle a practical problem or task that involves a range of numerical data and information</p> | <ul style="list-style-type: none"> <li>a) identify, analyse and describe a problem or task and its sub problems</li> <li>b) plan how to tackle a problem by breaking it down into a series of tasks</li> <li>c) plan how to obtain required data and information</li> <li>d) select and critically compare relevant information</li> <li>e) consider range of possible methods to be used, including grouping data</li> <li>f) choose relevant methods</li> <li>g) adapt methods as appropriate</li> <li>h) justify why methods are appropriate for a task</li> </ul> | <p><b>Problem/plan</b></p> <p>Learners should show that they understand a practical problem or task by producing a plan.</p> <p>The plan should:</p> <ul style="list-style-type: none"> <li>• have clear structure, showing the problem or task broken down into a series of logical steps e.g. list, spider diagram, table, flow chart</li> <li>• be detailed and relevant for all aspects of the problem or task.</li> </ul> <p>Learners should show in their plan:</p> <ul style="list-style-type: none"> <li>• how they will tackle the problem</li> <li>• what information they will use and the reason for their choice</li> <li>• what calculations they could use, and which they choose to do</li> <li>• why they have chosen these methods</li> <li>• how they will present their results.</li> </ul> <p>Skills include:</p> <ul style="list-style-type: none"> <li>• <i>selecting and critically comparing relevant information from a range of graphical, numerical and written sources</i></li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>choosing and clearly justifying approaches and methods in relation to suitability for purpose and circumstances.</li> </ul>  |
| <p><b>N3.1.2</b></p> <p>Collect relevant numerical data and information from a range of sources to meet the purpose of a task</p> | <ul style="list-style-type: none"> <li>a) read and understand numbers presented in different ways</li> <li>b) read, understand and interpret information from tables, charts, graphs and diagrams</li> <li>c) collect and record data from accurate observations</li> <li>d) collect, obtain, select and record relevant data and information from different sources</li> <li>e) use at least one large data set of a size appropriate to a planned activity, and use this to meet the purpose of the activity</li> <li>f) make accurate and reliable observations over time and use suitable equipment to measure in a variety of appropriate units</li> <li>g) group data into classes of width appropriate to the data</li> <li>h) use estimation to help planning</li> <li>i) read and understand ways of writing very large and very small numbers</li> <li>j) understand compound measures</li> </ul> | <p><b>Collect, record and interpret</b></p> <p>Learners should independently collect relevant numerical data and information from a range of graphical, numerical and written sources.</p> <p>Sources provided should be everyday material/used for different purposes. At least one source should be complex/a large data set should be used (this will enable handling of data from a large data set [usually over 50]/enable realistic grouping of data).</p> <p>Learners should provide *written evidence to show that they have read, understood and interpreted relevant information from tables, charts, graphs or diagrams. *Learners can show evidence of this anywhere in the Controlled Task e.g. in their plan.</p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>interpreting data e.g. scales such as 1: 1250 on maps; graphs with several graph lines on the same axes e.g. weights against heights for a range of body mass indexes/forecasting trends/estimating values within a graph.</li> </ul> <p><b>Read and understand numbers presented in different ways/ read numbers and record accurate observations</b></p> <p>Skills include:</p> <ul style="list-style-type: none"> <li>reading, writing, ordering and comparing positive and negative numbers of any size e.g. £1.5 billion, <math>3.2 \times 10^{-3}</math></li> <li>using units and instruments for different measuring tasks.</li> </ul> |

## N3.2 Carry out Calculations

| Learning outcome<br>(EAoNS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)  | Practitioner / Assessor guidance<br>(guidance on skills development)  |
|--|---|---|
| <p><b>N3.2</b></p> <p>Use the data and information obtained in N3.1 to carry out calculations relevant to a task to do with:</p> <ul style="list-style-type: none"> <li>A) amounts or sizes</li> <li>B) scales or proportion</li> <li>C) handling statistics</li> <li>D) using formulae</li> </ul> | <ul style="list-style-type: none"> <li>a) show clearly methods of carrying out calculations, justifying levels of accuracy of results</li> <li>b) carry out multi-stage calculations efficiently with numbers of any size</li> <li>c) use powers and roots</li> <li>d) use compound measures</li> <li>e) use mental arithmetic involving numbers, simple fractions and percentages</li> <li>f) calculate missing angles and sides in right-angled triangles from known sides and angles</li> <li>g) calculate with sums of money in different currencies</li> <li>h) calculate, measure, record and compare time in different formats</li> <li>i) estimate, measure and compare dimensions and quantities using metric and, where appropriate, imperial units, and check accuracy of estimates</li> </ul> | <p><b>Carry out multi-stage calculations</b></p> <p>Learners should record methods and approaches used and work to suitable levels of accuracy, giving justification for choice. <b>(a)</b></p> <p>Learners should show that they can carry out multi-stage calculations - <i>calculations where the results from one stage are used to provide information for the next stage.</i></p> <p>Learners should provide written evidence of their calculations*. If a calculator is used, the learner needs to record the numbers they put into the calculator. If a spreadsheet is used, the learner needs to record the numbers and formulas used.</p> <p><i>*There are marks for showing a correct process/method in the Controlled Task. Learners need to be encouraged to record the steps taken within calculations.</i></p> <p>Skills include:<br/> <i>carrying out multi-stage calculations with numbers of any size using efficient methods - written and mental/with and without a calculator; using calculators effectively and efficiently; using different strategies to check answers e.g. inverse operations; identifying and correcting errors; judging when answers are sensible. (a), (b), (d), (e), (g), (h), (i), (j), (k), (l), (m), (o), (p), (q).</i></p> |

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|  | <ul style="list-style-type: none"> <li>j) calculate within and between systems and make accurate comparisons</li> <li>k) solve problems involving irregular 2-D shapes</li> <li>l) work out actual dimensions from scale drawings and scale quantities up and down</li> <li>m) work out proportional change</li> <li>n) compare distributions, using measures of average and interquartile range, and estimate mean, median and range of grouped data</li> <li>o) rearrange and use formulae, equations and expressions</li> <li>p) use estimation and other checking procedures to identify and correct errors in methods, calculations and results</li> <li>q) check that results make sense</li> </ul> | <p>Solving life numerical problems e.g. compound interest, hire purchase, taxation, profit and loss, appreciation and depreciation.</p> <p><b>(c), (f)</b> <i>using powers and roots e.g. 'square', 'cube', 'square root', <math>10^6</math>, <math>10^{-3}</math>; finding missing angles and sides e.g. when working out the space implications for ramps at different slopes, when it is quicker to use calculations rather than scale drawings.</i></p> <p><b>(n)</b> <i>comparing distributions of grouped data - visual e.g. frequency charts, histograms, cumulative frequency graphs/numerical e.g. calculations of mean, median and interquartile range.</i></p> <p><b>(o)</b> <i>using formulae with letters and rearranging them so as to change the subject (output) of a formula, such as making <math>W</math> or <math>h</math> the subject rather than <math>b</math> in <math>b = hW^2</math> as well as finding the value of <math>W</math> given the values of <math>h</math> and <math>b</math>.</i></p> |
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## N3.3 Interpret and Present Results and Findings

| Learning outcome<br>(EAoNS Specification)   | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test assessments)   | Practitioner / Assessor guidance<br>(guidance on skills development)   |
|---|--|--|
| <p><b>N3.3.1</b></p> <p>Select two different ways to present results using tables, charts, graphs or diagrams, as appropriate to meet the purpose of a task, and justify choice</p> | <p>a) understand what the results of calculations mean in the context of a problem or task</p> <p>b) select and use appropriate methods to effectively present and illustrate findings, showing trends and making comparisons, including numerical, graphical and written formats</p> <p>c) justify choice of methods of presentation</p>                            | <p><b>Select ways to present</b></p> <p>Learners should provide written evidence to show that they understand the meaning of their calculations within the context of a problem or task.</p> <p>Learners should provide written evidence to show that they have selected more than one appropriate method to effectively present and illustrate their results/findings e.g. table, chart, graph or diagram.</p> <p>Learners should consider critically the strengths and weaknesses of alternative methods of presenting e.g. a different type of graph or chart, and give reasons to support their choice(s).</p> |
| <p><b>N3.3.2</b></p> <p>Present results and findings and justify how they meet the purpose, and are appropriate to a task</p>   | <p>a) construct complex tables, charts, graphs and diagrams, and label with titles, scales, axes and keys appropriate to purpose and audience</p> <p>b) use more than one way to present results including numerical, graphical and written formats</p> <p>c) justify methods used highlighting main points of findings and explain how far results meet purpose</p> | <p><b>Present, explain and justify</b></p> <p>Learners should use more than one way to present their results/ findings within the context of a problem or task e.g. complex table, comparative/component bar chart or pie chart, multiple line graph or complex diagram.</p> <p>Learners should populate their table, chart, graph with correct data.</p> <p><i>Electronic or hand drawn presentations are acceptable in the Controlled Task - assessors should allow <math>\pm 2\text{mm}</math> tolerance for plots on hand drawn charts or graphs.</i></p>  |



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|  | <p>d) draw appropriate conclusions based on findings, including how possible sources of error might have affected results</p> | <p>Presentations should be clear and accurate e.g. using suitable labelling and sensible scales.</p> <p>Learners should provide written evidence of their results/findings, emphasising key point(s) and justifying how, and/or if, their methods and results meet their purpose, and are appropriate.</p> <p>Conclusions should not only be supported by evidence but also include an assessment of the likely dependability or accuracy of the results <i>e.g. considering possible inaccuracies in the original information/approximations in calculations.</i></p> |
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# Entry Level Communication Standards

**Please note, Essential Skills Wales Entry Level Communication qualifications are not part of the Essential Skills Wales suite of qualifications (ESW suite implemented from September 2015).**

Further information about Entry Level Communication qualifications are available from participating awarding bodies.

The following Entry Level Communication information<sup>11</sup> has been included to show: entry level standards; the progression through all essential skills levels – from Entry Level 1 to Level 3.

## Amplification of Assessment Requirements

### Introduction

The aim of the Entry Level Communication standards is to encourage learners to develop and demonstrate their speaking, listening, reading and writing skills for different purposes.

The standards are essentially concerned with developing and recognising learners' ability to select and apply communication skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less familiar contexts and develop their ability to progress to higher levels of competence.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'ask others when you are unclear about what you have read' appears at all three entry levels. The progression is inherent in the fact that the complexity and detail of the reading matter will be more demanding at each level.

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<sup>11</sup> Extract from 'Essential Skills Wales' 2010 (ISBN: 978 0 7504 5433 9)

## Entry Level 1 – Communication

### CE1.1 Speaking and listening

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:  | Guidance   |
|---|--|--|--|
| <p><b>CE1.1.1</b><br/>Understand and respond to spoken language in a face-to-face situation.</p>  | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <ul style="list-style-type: none"> <li>• use key words to extract specific information</li> <li>• follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</li> <li>• respond to requests for personal information.</li> </ul> | <p><b>Understand and respond</b><br/>You must understand and know how to respond to spoken language in a face-to-face situation i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).</p> <p><b>Use key words to extract specific information</b><br/>When you are listening to someone talking to you, you must be able to pick out the most important words in what they are saying.</p> <p><b>Single-step instructions</b><br/>Each instruction should require only a single action by you, though there may be a series of these.</p> |
| <p><b>CE1.1.2</b><br/>Speak to communicate:</p> <ul style="list-style-type: none"> <li>• basic information</li> <li>• feelings</li> </ul> | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p>  | <ul style="list-style-type: none"> <li>• speak clearly to be heard and understood</li> <li>• make requests using appropriate terms</li> </ul>  | <p><b>Speak to communicate</b><br/>You must know how to orally communicate a range of content and feelings. In practice, you may</p>   |

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| <ul style="list-style-type: none"> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p> | <p>Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <ul style="list-style-type: none"> <li>• ask questions to obtain specific information</li> <li>• make statements of fact clearly</li> <li>• convey your feelings and opinions when appropriate</li> <li>• use language appropriate to your listener(s).</li> </ul> | <p>demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).</p> <p><b>Speak clearly</b><br/>You must articulate your words clearly, so that other people can hear and understand what you are saying.</p> <p><b>Specific information</b><br/>You must word your questions so that it is clear exactly what information you are asking for.</p> <p><b>Convey feelings</b><br/>You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p> |
| <p><b>CE1.1.3</b><br/>Take part in discussion with another person in a familiar situation about familiar topics.</p>                     | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The assessor must not be the other person in the discussion.</p>  | <ul style="list-style-type: none"> <li>• take part in a one-to-one discussion to confirm a shared understanding about familiar topics.</li> </ul>  | <p><b>Discuss</b><br/>You must take part in a one-to-one discussion with another person. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.</p> <p><b>Confirm a shared understanding</b><br/>The purpose of your discussion must be to make sure that you understand the topic in the same way as the person you are talking to.</p>  |

## CE1.2 Reading

| You must provide evidence that you can:   | Evidence requirements   | In order to show that you are competent, you need to know how to:   | Guidance   |
|---|---|---|--|
| <p><b>CE1.2.1</b><br/>Read, understand and obtain information on familiar everyday topics from short documents.</p> | <p>Evidence must show that the candidate has read at least two short documents. The documents must have different purposes.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the candidate and/or</li> <li>• assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE1.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor.</p> | <ul style="list-style-type: none"> <li>• recognise the letters of the alphabet in both upper and lower case</li> <li>• decode simple, regular words</li> <li>• recognise and understand simple words, signs and symbols</li> <li>• read short documents and simple images with repeated language patterns on familiar topics</li> <li>• follow a short written narrative on a familiar topic or experience</li> <li>• recognise the different purposes of documents</li> <li>• find the meaning of words that you do not understand</li> <li>• ask others when you are unclear about what you have read.</li> </ul> | <p><b>Read, understand and obtain information</b><br/>You may read the documents either on paper or on-screen, or they may be signs or notices.</p> <p><b>Recognise purpose</b><br/>You must be able to recognise the purpose of a document (e.g. an instructional document) from its layout, design, or the words it uses, before you read it in detail.</p> <p><b>Find the meaning</b><br/>When you are trying to read a word that you do not understand, you may use a dictionary or a reference book, or you may ask for help from an appropriate person.</p> <p><b>Ask others</b><br/>You must be able to recognise when you need help and to ask for it.</p> |

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|  | <p>At least one document should include at least one symbol and at least one simple image.<br/>Evidence must show that the candidate can ask for help when they need it.</p> |  |  |
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## CE1.3 Writing

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:  | Guidance   |
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| <p><b>CE1.3.1</b><br/>Write a short document to communicate information to a familiar given audience in a given format, using appropriate language.</p> | <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format provided or confirmed by a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p> | <ul style="list-style-type: none"> <li>• write the letters of the alphabet using upper and lower case</li> <li>• use written words and phrases to record or present information</li> <li>• use appropriate language</li> <li>• construct simple sentences</li> <li>• punctuate a simple sentence with a capital letter and a full stop</li> <li>• use a capital letter for personal pronoun 'I'</li> <li>• spell correctly some personal key words and familiar words</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary revise your document.</li> </ul> | <p><b>Write a document</b><br/>You must write a document in a format that your tutor/teacher/trainer will give you.</p> <p><b>Checking</b><br/>You must check and (where necessary) correct your work in order to ensure that spelling and punctuation are correct and that your meaning is clear.</p> |

## Entry Level 2 – Communication

### CE2.1 Speaking and listening

| You must provide evidence that you can:  | Evidence requirements  | In order to show that you are competent, you need to know how to:  | Guidance   |
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| <p><b>CE2.1.1</b><br/>Understand and respond to spoken language in a face-to-face situation.</p>   | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <ul style="list-style-type: none"> <li>• extract detail from short explanations, instructions and narratives</li> <li>• identify the main points of short presentations</li> <li>• identify simply expressed feelings and opinions.</li> </ul> | <p><b>Understand and respond</b><br/>You must understand and know how to respond to spoken language in a face-to-face situation i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE2.1.3).</p> <p><b>Extract detail</b><br/>You must be able to grasp the details of what someone is saying.</p> <p><b>Identify the main points</b><br/>You must be able to pick out the most important points in a short talk/presentation.</p> |
| <p><b>CE2.1.2</b><br/>Speak to communicate:</p> <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3.</p>   | <ul style="list-style-type: none"> <li>• speak clearly to be heard and understood</li> <li>• make requests and ask questions to obtain information in everyday contexts</li> </ul>   | <p><b>Speak to communicate</b><br/>You must know how to orally communicate a range of content and feelings. In practice, you may demonstrate some of these skills</p>  |



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| <p>on familiar topics, using appropriate language.</p> | <p>However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <ul style="list-style-type: none"> <li>• ask questions to clarify understanding</li> <li>• respond to straightforward questions</li> <li>• express clearly statements of fact and short accounts and descriptions</li> <li>• convey your feelings and opinions when appropriate</li> <li>• use language appropriate to your listener(s).</li> </ul> | <p>when you are having a discussion with another person (CE2.1.3).</p> <p><b>Questions</b><br/>Your questions may be for example, to make requests, obtain information, or clarify your understanding.</p> <p><b>Speak clearly</b><br/>You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (e.g. taking account of room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.</p> <p><b>Express clearly</b><br/>You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.</p> <p><b>Convey feelings</b><br/>You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p> |
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| <p><b>CE2.1.3</b><br/>Take part in discussion with two or more other people in a familiar situation.</p> | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The 'two or more other people' must not include the assessor.</p> | <ul style="list-style-type: none"> <li>• take part in a discussion with two or more people to establish a shared understanding about familiar topics</li> <li>• follow the gist of discussions involving two or more other people</li> <li>• make appropriate contributions to discussions.</li> </ul> | <p><b>Discuss</b><br/>You must take part in a discussion with at least two other people. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.</p> |
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## CE2.2 Reading

| You must provide evidence that you can:  | Evidence requirements  | In order to show that you are competent, you need to know how to:   | Guidance  |
|--|--|---|---|
| <p><b>CE2.2.1</b><br/>Read, understand and obtain information on familiar everyday topics from short, straightforward documents.</p> | <p>Evidence must show that the candidate has read at least two short documents with different purposes, including both a chronological and an instructional document.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the candidate and/or</li> <li>• assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE2.3.1.</p> | <ul style="list-style-type: none"> <li>• use initial letters to find and sequence words in alphabetical order</li> <li>• use phonic and graphic knowledge to decode words</li> <li>• read and understand relevant signs, symbols and frequently used words</li> <li>• read and understand words related to personal information, including</li> <li>• first name, surname, address, postcode, age, date of birth</li> <li>• trace and understand the main events of short chronological and instructional documents and simple images on familiar topics</li> <li>• recognise the different purposes of documents</li> <li>• locate information using captions and illustrations</li> </ul> | <p><b>Read, understand and obtain information</b><br/>You may read the documents either on paper or on-screen. At least one document must contain signs, symbols and simple images.</p> <p><b>Trace and understand</b><br/>You must be able to follow and understand the sense of a document that you are reading.</p> <p><b>Recognise purpose</b><br/>You must be able to recognise the purpose of a document (e.g. a chronological document) from its layout, its design or the words it uses, before you read it in detail.</p> <p><b>Use a simple dictionary</b><br/>You must be able to recognise when you need to understand a word that you are not familiar with, and be able to find an appropriate definition in a simple dictionary.</p> |

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|  | <p>The documents may be provided by the teacher/tutor/trainer or assessor. At least one should include signs and symbols. Evidence must show that the candidate can ask for help when it is required.</p> | <ul style="list-style-type: none"> <li>• find the meaning of words you</li> <li>• do not understand, using a simple dictionary</li> <li>• read and understand linking words and adverbials in instructions and directions</li> <li>• ask others when you are unclear about what you have read.</li> </ul> | <p><b>Ask others</b><br/>You must be able to recognise when you need help, and to ask for it.</p> |
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## CE2.3 Writing

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:   | Guidance   |
|---|--|---|--|
| <p><b>CE2.3.1</b><br/>Write a short document to communicate relevant information to a given audience in a given format, using appropriate language.</p> | <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format provided or confirmed by a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p> | <ul style="list-style-type: none"> <li>• use written words and phrases to record or present information</li> <li>• use appropriate language</li> <li>• construct simple sentences</li> <li>• use adjectives appropriately</li> <li>• use punctuation correctly, including capital letters, full stops and question marks</li> <li>• spell correctly the majority of personal details and familiar common words</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary revise your document.</li> </ul> | <p><b>Write a document</b><br/>You must write a document in a format that your tutor/teacher/trainer will give you.</p> <p><b>Checking</b><br/>You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, and that your meaning is clear.</p> |

## Entry Level 3 – Communication

### CE3.1 Speaking and listening

| You must provide evidence that you can:   | Evidence requirements  | In order to show that you are competent, you need to know how to:   | Guidance   |
|---|--|---|--|
| <p><b>CE3.1.1</b><br/>Understand and respond to spoken language in a face-to-face situation.</p>                | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <ul style="list-style-type: none"> <li>• extract detail from explanations, instructions and narratives</li> <li>• identify relevant information and new information from discussions, explanations and short presentations</li> <li>• respond appropriately to what others say</li> <li>• use strategies to clarify and confirm understanding.</li> </ul> | <p><b>Understand and respond</b><br/>You must understand and know how to respond to spoken language in a face-to-face situation i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p> <p><b>New information</b><br/>Some of the information must be new to you and come from a variety of sources.</p> <p><b>Strategies</b><br/>Strategies to clarify and confirm understanding could include asking questions to clarify points, repeating/confirming what the speaker has said etc.</p> |
| <p><b>CE3.1.2</b><br/>Speak to communicate:</p> <ul style="list-style-type: none"> <li>• information</li> </ul> | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p>  | <ul style="list-style-type: none"> <li>• speak clearly to be heard and understood using</li> </ul>  | <p><b>Speak to communicate</b><br/>You must know how to orally communicate a range of content</p>  |

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| <ul style="list-style-type: none"> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p> | <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p> | <p>appropriate clarity, speed and phrasing</p> <ul style="list-style-type: none"> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts</li> <li>• respond to a range of questions about familiar topics</li> <li>• express clearly statements of fact and give short explanations, accounts and descriptions</li> <li>• clearly convey your feelings and opinions when appropriate</li> <li>• use language and register appropriate to your listener(s).</li> </ul> | <p>and sentiments. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p> <p><b>Speak clearly</b><br/>You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (e.g. taking account of room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.</p> <p><b>Express clearly</b><br/>You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.</p> <p><b>Convey feelings</b><br/>You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p> |
| <p><b>CE3.1.3</b><br/>Take part in discussion with two or more other people in a familiar situation.</p>   | <p>Evidence may be in various forms, including audio/visual clips and witness statements.</p>  | <ul style="list-style-type: none"> <li>• take part in a discussion with two or more people to reach a shared understanding about familiar topics</li> </ul>  | <p><b>Discuss</b><br/>You must take part in a discussion with at least two other people. You may suggest both the topic and the</p>   |

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|  | <p>The 'two or more other people' must not include the assessor.</p> | <ul style="list-style-type: none"> <li>• follow and understand the main points of discussions on different topics with two or more other people</li> <li>• make relevant contributions to discussions</li> <li>• respect the turn-taking rights of others during discussions.</li> </ul> | <p>situation, or these may be given to you by your tutor, teacher or trainer.</p> <p><b>Respect turn-taking rights</b><br/> You must be able to recognise when others wish to speak in a discussion, and allow them to do so.</p> |
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## CE3.2 Reading

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:  | Guidance   |
|--|---|--|--|
| <p><b>CE3.2.1</b><br/>Read, understand and obtain information independently from short straightforward documents on familiar topics.</p> <p>At least one document must contain an image.</p> | <p>Evidence must show that the candidate has read at least two short documents, each more than one paragraph long. The documents must have different purposes, of which one must be instructional.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the candidate and/or</li> <li>• assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE3.3.1.</p> | <ul style="list-style-type: none"> <li>• use first- and second-place letters to find and sequence words in alphabetical order</li> <li>• read and understand a range of commonly used relevant words and phrases</li> <li>• trace and understand the main events of straightforward documents of more than one paragraph, and simple images on familiar and everyday topics</li> <li>• recognise the different purposes of documents using organisational features</li> <li>• find the meaning of words you do not understand, using a dictionary</li> <li>• recognise, read and understand the typical language of instructional documents</li> </ul> | <p><b>Read, understand and obtain information</b><br/>You may read the documents either on paper or on-screen. At least one document must contain an image.</p> <p><b>Recognise purpose</b><br/>You must be able to recognise the purpose of a document (e.g. an instructional document) from its layout, its design or the words it uses, before you read it in detail.</p> <p><b>Use a dictionary</b><br/>You must be able to recognise when you need to understand a word that you are not familiar with, and to find an appropriate definition in a dictionary.</p> <p><b>Ask others</b><br/>You must be able to recognise when you need help and when to ask a suitable person.</p> |

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|  | <p>The documents may be provided by the teacher/tutor/trainer or assessor.</p> <p>Evidence must show that the candidate can ask for help when it is required.</p> | <ul style="list-style-type: none"><li>• identify the main points and ideas in documents</li><li>• skim-read title, headings and illustrations to decide if material is of interest</li><li>• scan documents to locate information</li><li>• obtain specific information through detailed reading</li><li>• obtain meaning from an image</li><li>• ask others when you are unclear about what you have read.</li></ul> |  |
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## CE3.3 Writing

| You must provide evidence that you can:  | Evidence requirements   | In order to show that you are competent, you need to know how to:   | Guidance   |
|--|---|---|--|
| <p><b>CE3.3.1</b><br/>Write a short document to communicate relevant information and opinion(s) to a given audience in an agreed format, using appropriate language.</p> | <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format agreed with a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the candidate's own work.</p> | <ul style="list-style-type: none"> <li>• plan and draft writing</li> <li>• present simple information</li> <li>• use appropriate language</li> <li>• construct sentences, using common conjunctions</li> <li>• organise writing in short paragraphs where appropriate</li> <li>• use correct basic grammar, including appropriate verb-tense, subject–verb agreement</li> <li>• use punctuation correctly, including capital letters, full stops, question marks, exclamation marks</li> <li>• spell correctly words you use most often</li> <li>• produce legible text</li> <li>• make your meaning clear</li> </ul> | <p><b>Write a document</b><br/>You must consider possible formats and, with guidance and confirmation from your teacher, tutor or trainer, choose one that is appropriate to your task.</p> <p><b>Checking</b><br/>You must check and (where necessary) correct your work in order to ensure that spelling, punctuation, grammar and paragraphing are correct, and that your meaning is clear.</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• check and where necessary revise your documents.</li></ul> |  |
|--|--|--|--|

# Level 1 – 3: Essential Communication Skills

## Amplification of Assessment Requirements

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### Levels 1, 2 and 3

These qualifications are about demonstrating skills in:

- speaking and listening
- reading
- writing.

#### Notes:

1. Each level of the skill incorporates and builds on the previous level. For example, in C3.3 at Level 1 the requirement is to *'use punctuation correctly'*; at Level 1 this includes *capital letters, full stops, question marks and exclamation marks*; at Level 2 the requirement is for all of these and the additional use of *commas and apostrophes, and inverted commas*; whereas at Level 3, *semi-colons and other punctuation to support communication of complex subject matter* is expected.
2. Learners need to show that they can apply their skills in the way they are specified in the first column of the amplification table, headed, '**Learning outcome**'. In order to meet these requirements, learners need to have the skills listed in the second column headed, '**The learner needs to know how to:**'. Practitioner/Assessor guidance is provided in the third column headed, '**Practitioner/Assessor guidance**'.

### Assessment

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Learners will be assessed via a Controlled Task and a short Confirmatory Test to confirm that their skills meet Essential Communication Skills specifications at the required level.

## Controlled Task and Confirmatory Test Specification

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- The Essential Communication Skills qualification will be awarded to learners who demonstrate that their skills meet the specification in both the Controlled Task and the externally assessed Confirmatory Test.
- The Controlled Task measures subject-specific skills that may not necessarily be assessed in the Confirmatory Test and must show learners using the skills in a holistic manner that requires meaningful application, relevant to real-life circumstances.
- Both the Controlled Task and the Confirmatory Test are summative. Learners should take the assessments when they have developed the skills at the required level. The pass mark is set at a level to reflect this expectation.

### Controlled Task Specification<sup>12</sup>

- Controlled Tasks will be externally set (or approved) by awarding bodies.
- Controlled Tasks will meet the requirements of the Essential Communication Skills specification.
- An Assessor Pack and a Speaking and Listening Assessment Record will accompany each Controlled Task, explicitly referencing the assessment requirements and the specification.
- Controlled conditions will be defined by awarding bodies.

### Duration:

- Level 1 - up to 4 hours
- Level 2 - up to 5 hours
- Level 3 - up to 8 hours

The Task is designed to be completed in its entirety within the maximum hours stated for each level. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period. Centres' normal academic holiday periods and valid learner absence (e.g. through illness or incapacity) may be disregarded when calculating the maximum working period.

At Levels 2 and 3, any additional supervised reading and research activity can take place outside of the specified maximum hours but must be within eight week period.<sup>13</sup>

### Resits

- All controlled tasks are graded pass/fail, and where candidates have been unsuccessful they will need to resit using a different controlled task from the range of available controlled task topics.
- Candidates who are unsuccessful in one or two parts of the ECommS controlled task do not have to resit parts of the task that were successful.

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<sup>12</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'

<sup>13</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook' 4.3.9

For example, a candidate at level 2 or level 3 who successfully completed the presentation part of the task will not be required to do the presentation section of the resit task.

The maximum time allowed for partial resits for Essential Communication Skills are detailed in the table below:

#### Time Allocations for Essential Communication Skills Controlled Tasks

| Level   | Part 1                          | Part 2              | Part 3       |
|---------|---------------------------------|---------------------|--------------|
| Level 1 | Reading, Discussion and Writing | Reading and Writing |              |
|         | 2 hours 30 mins                 | 1 hour 30 mins      |              |
|         | Reading, Discussion and Writing | Writing             | Presentation |
| Level 2 | 2 hours 45 mins                 | 1 hour 30 mins      | 45 mins      |
| Level 3 | 4 hours 30 mins                 | 2 hours 30 mins     | 1 hour       |

#### Confirmatory Test Specification

- The Confirmatory Test must be completed in addition to the Controlled Task.
- All Tests will be based on a common specification. They will consist entirely of fixed-response (multiple choice) items delivered as either an onscreen or paper-based test. Each Test at:
  - Level 1 will consist of 20 items; duration 30 minutes
  - Level 2 will consist of 20 items; duration 45 minutes
  - Level 3 will consist of 30 items; duration 60 minutes.
- Each multiple choice item will have one correct answer, with strong distractors; each item will be worth one mark.
- Unlike the Controlled Task, the Test may not explicitly assess problem solving capabilities, although the questions will be broadly scenario-based using everyday contexts that are likely to be relevant and engaging to 16+ and adult learners across a wide range of settings.
- Learners will be expected to demonstrate the resilience necessary to complete the Test in one sitting.
- Test materials provided by awarding bodies will be free of any form of bias (for example, gender, ethnicity, or age-related) that might favour or disadvantage any learner or groups of learners.
- All Tests will be conducted under invigilated conditions (in compliance with the requirements of the JCQ ICE or similar). All responses must be generated entirely by the learner without third party assistance with any material aspect of the assessment.
- Dictionaries (of any kind) must not be used during any of the Essential Communication Skills Tests.
- The pass mark for each test will be set by awarding bodies.

## Controlled Task - Essential Communication Skills Amplification Table

| Controlled Task Specification   |  |   |
|---|--|---|
| Level 1 Reading (Part 1)  | Level 2 Reading (Part 1)   | Level 3 Reading (Part 1)  |
| <p>A source document will be provided which will be <b>at least</b> 250 words and may contain an image.</p>   | <p>Two source documents about the same subject will be provided, each of which will be <b>at least</b> 500 words.</p> <p>One will contain an image and one will contain reasoning. The two documents will be of different text and document type.</p>  | <p>Two source documents about the same subject will be provided, one of which will be <b>at least</b> 1000 words.</p> <p>The two documents will communicate complex information or reasoning and <b>at least</b> one will contain an image.</p>   |
| <p>The Task will require learners to independently read, understand and obtain information from the source document for a given purpose.</p> <p>The purpose and audience will be clearly specified in the Task.</p> | <p>The Task will require learners to independently read, understand and summarise information from the source documents for a given purpose. The explicit evidence of this summary will be required in the Writing activity (Part 1).</p> <p>The purpose and audience will be clearly specified in the Task.</p> | <p>The Task will require learners to independently read, understand and synthesise information from the source documents for a given purpose. The explicit evidence of this synthesis will be required in the Writing activity (Part 1).</p> <p>The purpose and audience will be clearly specified in the Task.</p> |
| <p>The Task will require learners to use the information that they have obtained to prepare for, and take part in, a formal discussion on the topic, and then to write a document on the topic.</p>                 | <p>The Task will require learners to summarise the information that they have obtained to prepare for, and take part in, a formal discussion on the topic, and then to write a document on the topic.</p>  | <p>The Task will require learners to synthesise the information that they have obtained to prepare for, and take part in, a formal discussion on the topic, and then to write a document on the topic.</p>  |



| <b>Level 1 Speaking and Listening<br/>Formal Discussion (Part 1)</b>  | <b>Level 2 Speaking and Listening<br/>Formal Discussion (Part 1)</b>   | <b>Level 3 Speaking and Listening<br/>Formal Discussion (Part 1)</b>  |
|---|--|---|
| <p>Learners should use their preparation from the Reading activity (Part 1) to inform their formal discussion.</p> <p>The Task will require learners to demonstrate speaking and listening skills in groups of 3 – 6 people.</p> <p>The minimum duration of the formal discussion must be between 10 – 20 minutes, depending on the size of the group.</p> <p>The formal discussion must be of a sufficient length to give learners adequate opportunities to meet the assessment requirements of the ECommS specification at the required level.</p> |  | <p>Learners should use their preparation from the Reading activity (Part 1) to inform their formal discussion.</p> <p>The Task will require learners to demonstrate speaking and listening skills in groups of 3 – 6 people:</p> <ul style="list-style-type: none"> <li>● 3 people – minimum duration 15 minutes</li> <li>● 6 people – minimum duration 25 minutes</li> </ul> <p>Assessors may use their discretion for group sizes within this range; however, the formal discussion must be of a sufficient length to give learners adequate opportunities to meet the assessment requirements of the ECommS specification at this level.</p> |
| <p>The Task will require learners to understand and respond to discussion, communicating at least-two from:</p> <ul style="list-style-type: none"> <li>● information</li> <li>● feelings</li> <li>● opinions</li> <li>● questions</li> </ul>  | <p>The Task will require learners to understand and respond to discussion, communicating as appropriate from:</p> <ul style="list-style-type: none"> <li>● information</li> <li>● feelings</li> <li>● opinions</li> <li>● questions</li> </ul> | <p>The Task will require learners to understand and respond to discussion. This will involve the communication of complex information, as appropriate, from:</p> <ul style="list-style-type: none"> <li>● information</li> <li>● providing explanations</li> <li>● expressing feelings and opinions</li> <li>● asking questions</li> </ul>  |

| Level 1 Writing (Part 1)   | Level 2 Writing (Part 1)   | Level 3 Writing (Part 1)   |
|--|--|--|
| <p>The task will require learners to write a document for a given purpose and audience.</p> <p>The task will require the written document to be a <b>minimum</b> of 250 words and of a sufficient length to give candidates adequate opportunities to meet the assessment requirements of the subject specification at this level.</p> | <p>The task will require learners to summarise the information from the two source documents in the Reading activity (Part 1), for a given purpose.</p> <p>The task will require the written document to be a <b>minimum</b> of 500 words.</p> | <p>The task will require learners to synthesise the information from the two source documents in the Reading activity (Part 1), for a given purpose and audience.</p> <p>The task will require the written document to be a <b>minimum</b> of 750 words.</p> |
| <p>The task will require learners to use some of the information they have gained from the Reading activity (Part 1) in their writing; they may also include content from the formal discussion.</p>   | <p>The task will require learners to use the information or opinions gained from the Reading activity (Part 1) and the formal discussion (Part 1) to support their writing.</p>  |  |
| <p>The Task will require learners to:</p> <ul style="list-style-type: none"> <li>● produce a plan for what they are going to write</li> <li>● draft/check their writing</li> <li>● produce a final document which is fit for purpose and audience.</li> </ul>  |  |  |

| Level 1 Reading (Part 2)  | Level 2*   | Level 3*                 |
|---|--|--------------------------|
| <p>A source document will be provided which will be <b>up to</b> 250 words and may contain an image. This document will be of a different text and document type from the one used in Part 1.</p>   | <p><i>*There is no reading activity in Part 2 for Level 2 and 3 learners.</i></p>  |                          |
| <p>The Task will require learners to independently read, understand and obtain information from the source document for a given purpose.</p>  |  |                          |
| <p>The purpose and audience will be clearly specified in the Task.</p> <p>The Task will require learners to use the information that they have obtained to plan, draft/check and write a document for a given purpose and audience.</p>                       |  |                          |
| Level 1 Writing (Part 2)  | Level 2 Writing (Part 2)   | Level 3 Writing (Part 2) |
| <p>The Task will require learners to write a document for a given purpose and audience. The written document must be of a sufficient length to give adequate opportunities to meet the assessment requirements of the ECommS specification at this level.</p> |  |                          |
| <p>The Task will require learners to use the information that they have gained from the Reading activity (Part 2) in their writing.</p>   | <p>The Task will require learners to write a different document type and text type from the writing activity in Part 1.</p> <p>The Task will require learners to use their prior knowledge and/or independent research. The internet (if available) or other resources can be used to carry out additional research.</p> |                          |
| <p>The Task will require learners to:</p>   |  |                          |

- produce a plan for what they are going to write
- draft/check their writing
- produce a final document which is fit for purpose and audience.

| Level 1*  | Level 2 Talk/Presentation (Part 3)  | Level 3 Talk/Presentation (Part 3)   |
|---|---|--|
| <p><i>*There is no Part 3 to the Controlled Task for Level 1 learners. Speaking and Listening is assessed in Part 1 only.</i></p> | <p>The Task will require learners to prepare for, and deliver, a talk/presentation of <b>at least</b> four minutes to an audience of <b>at least</b> three people.</p> <p>The Task will require learners to communicate information and include an image or other support materials which will enhance the talk/presentation and help audience understanding.</p> | <p>The Task will require learners to prepare for, and deliver, a talk/presentation of <b>at least</b> eight minutes to an audience of <b>at least</b> three people.</p> <p>The Task will require learners to communicate complex information and include an image or other support materials which will enhance the talk/presentation and help audience understanding.</p> |
|   | <p>The Task will include some suggestions on topics for the talk/presentation. It will not require learners to be heavily dependent on additional reading and research. The topic can be related to an educational setting, workplace, everyday life or personal interest.</p>  |  |

## Confirmatory Test

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### Essential Communication Skills - Level 1

The Essential Communication Skills Test at Level 1 will assess aspects of C1.2 and C1.3.

It will involve **at least** two source documents, each providing a scenario and/or information to support a series of questions.

It will consist of 20 items, including:

|      | Skills being assessed<br><b>(The learner needs to know how to:)</b>  |
|------|--|
| C1.2 | identify the main points and ideas in documents and images   |
|      | read and understand relevant key words and phrases to suit purpose   |
|      | recognise the purpose of a variety of documents  |
|      | obtain information from text and images, including inferring meaning that is not explicit in the document, if required |
| C1.3 | construct sentences accurately, including compound sentences, using appropriate conjunctions                           |
|      | use language suitable for purpose and audience   |
|      | spell correctly  |
|      | use punctuation correctly  |
|      | use grammar correctly  |

## Essential Communication Skills - Level 2

The Essential Communication Skills Test at Level 2 will assess aspects of C2.2 and C2.3.

It will involve **at least** two source documents, each providing a scenario and/or information to support a series of questions.

The Test consists of 20 items, including:

|      | Skills being assessed<br><b>(The learner needs to know how to:)</b>   |
|------|---|
| C2.2 | use a variety of strategies to identify:<br>i. the main points<br>ii. ideas, including by inference<br>iii. lines of argument, and reasoning from text and images, including by inference |
|      | recognise the writer's purpose and intentions, including where they are implicit  |
| C2.3 | construct complex sentences using a variety of appropriate conjunctions   |
|      | use formal and informal language to suit different purposes and audiences   |
|      | spell correctly   |
|      | use punctuation correctly   |
|      | use grammar correctly   |

## Essential Communication Skills - Level 3

The Essential Communication Skills Test at Level 3 will assess aspects of C3.2 and C3.3.

It will involve **at least** three source documents, each providing a scenario and/or information to support a series of questions.

The Test consists of 30 items, including:

|      | <b>Skills being assessed<br/>(The learner needs to know how to:)</b>  |
|------|---|
| C3.2 | use a variety of strategies to identify:<br>i. the main points<br>ii. ideas, including by inference<br>iii. lines of argument, and reasoning from text and images, including by inference |
|      | recognise the writer's purpose and intentions, including where they are implicit  |
| C3.3 | use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject   |
|      | spell correctly   |
|      | use punctuation correctly   |
|      | use grammar correctly   |

## **Essential Communication Skills Practitioner/Assessor Guidance**



## Essential Communication Skills - Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Communication Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

| C1.1 Speaking and Listening  |  |  |
|--|--|--|
| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test Assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)   |
| <p><b>C1.1</b></p> <p>Take part in formal discussions with two or more people</p> <p>Speak to communicate:</p> <ul style="list-style-type: none"> <li>● information</li> <li>● feelings</li> <li>● opinions</li> <li>● questions</li> </ul> <p>on familiar topics using appropriate language and in two or more contexts</p> | <ul style="list-style-type: none"> <li>a) prepare for discussions in order to say things and provide information that is relevant to the subject and purpose of the discussion</li> <li>b) make clear and relevant contributions to discussions</li> <li>c) respect the turn-taking rights of others during discussion</li> <li>d) use appropriate phrases or gestures in order to join in the discussion</li> <li>e) identify relevant detail and information in explanations, instructions and discussions in at least two different contexts</li> <li>f) pay close attention and respond constructively to what others say</li> <li>g) clarify and confirm understanding</li> </ul> | <p><b>Taking part in discussions</b></p> <p>Learners should show that they can *prepare for a formal discussion.</p> <p><i>*In the Controlled Task, learners will be required to prepare for a formal discussion. They will need to prepare by using information from a given source document (minimum 250 words). Evidence of preparation could be a list of key points, notes on the source document, spider diagram, flow chart. Learners should be made aware that any preparations for the formal discussion can also support the writing activity in Part 1.</i></p> <p>Learners should show that they can understand and respond to spoken language by taking part in a *formal discussion.</p> <p><i>*In the Controlled Task, the minimum time is 10 minutes for groups of 3-6 people; the minimum time is 20 minutes for larger groups (up to 6 people).</i></p> <p>During the discussion learners should:</p> <ul style="list-style-type: none"> <li>● say what they think/feel about the subject</li> <li>● ask for the opinions of others</li> </ul> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>h) judge when to speak and how much to say</li> <li>i) clearly express statements of fact, opinion, questions, explanations and descriptions of familiar topics as appropriate</li> <li>j) use strategies to support speech</li> <li>k) present information and ideas in a logical sequence so that it is easy for listeners to follow and understand</li> <li>l) respond to questions about familiar topics</li> <li>m) clearly convey feelings and opinions in a way that is balanced and assertive without being aggressive</li> <li>n) use language appropriate to listeners and context</li> </ul> | <ul style="list-style-type: none"> <li>● note points that may support their writing task</li> </ul> <p>Skills include:</p> <ul style="list-style-type: none"> <li>● <i>responding to a range of views and beliefs (face-to-face, with two or more people) e.g. mock panel interview, workplace team meeting, a meeting to plan an upcoming event, a discussion on the role of a literary character</i></li> </ul> <p><b>(a) preparing for discussions / planning</b></p> <ul style="list-style-type: none"> <li>● <i>using effective methods of subject research</i></li> <li>● <i>using planning tools e.g. brief notes, flow charts, spider diagrams, annotated research, a bullet pointed list</i></li> </ul> <p><b>(b) close attention / responding constructively</b></p> <ul style="list-style-type: none"> <li>● <i>listening for the main points; listening with obvious engagement</i></li> <li>● <i>responding appropriately; understanding that an effective discussion involves everyone having a fair chance to make their contributions e.g. getting own points across while not shouting others down</i></li> </ul> <p><b>(c) strategies to show listening and understanding</b></p> <ul style="list-style-type: none"> <li>● <i>e.g. body language, brief affirmative responses, effective use of questions for clarification, reflecting back - repeating /confirming what the speaker has said</i></li> </ul> <p><b>(d) strategies to support speech</b></p> <ul style="list-style-type: none"> <li>● <i>e.g. body language, facial expression, gestures, emphasis</i></li> </ul> |
|--|--|---|

## C1.2 Reading

| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for Task and Test Assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)   |
|--|--|--|
| <p><b>C1.2</b></p> <p>Read, understand and obtain information independently to meet purpose(s) from at least two different types of document</p> | <ul style="list-style-type: none"> <li>a) identify the main points and ideas in documents and images</li> <li>b) read and understand relevant key words and phrases to suit purpose</li> <li>c) recognise the purpose of a variety of documents</li> <li>d) use organisational and structural features to locate information</li> <li>e) obtain information from text and images, including inferring meaning that is not explicit in the document, if required</li> <li>f) find the meaning of words and phrases that have not been understood</li> </ul> | <p><b>Reading different documents types / different text types</b></p> <p>Learners should show that they can *read, understand and obtain relevant information from: different document types <i>e.g. letters, articles, blogs, emails, web pages, online forum, reports, leaflets, brochures, text books</i>; different text types <i>e.g. explanatory, instructive, narrative, descriptive, persuasive, informative</i>.</p> <p><i>*In the Controlled Task, learners will be required to read two given source documents (different document types / text types - around 250 words); one document will support learners to prepare for the formal discussion and the writing activity (Part 1); one document will support learners to prepare for the writing activity (Part 2).</i></p> <p>Learners should show that they can identify the main points and ideas in documents they have *read.</p> <p><i>*In the Controlled Task, learners can look up the meaning of any words they do not understand.</i></p> <p>Skills include:</p> <p><b>(a) strategies to identify main points</b></p> <ul style="list-style-type: none"> <li>● using organisational and structural features</li> <li>● using skimming and scanning techniques.</li> </ul> <p><b>(b) purpose</b></p> |

● *there may be an overlap and/or difference between the text type and the purpose of the document; learners should distinguish through vocabulary and structure e.g. structure and descriptive vocabulary in a portfolio is to inform, while in an advertisement is to persuade.*

**(a) (a) identifying main points, specific detail, inferring meaning**

- *understanding that some texts are structured around main points that are expanded or illustrated by specific detail*
- *understanding that in some texts only main points are required, whereas others require careful reading*
- *understanding that images can be used to convey additional information to that in the text.*

**(d) using organisational and structural features**

- *understanding that different text types have different organisational and structural features e.g. contents page, index, menus, chapters, sections; subheadings, paragraphs, bullet points.*

**(e) finding meaning of words and phrases**

- *knowing how to use glossaries, dictionaries and search engines to find meaning.*

## C1.3 Writing

| Learning outcome:<br>(ECommS Specification)   | The learner needs to know how to:<br>(skills to be taught in preparation for Task and Test Assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
|---|---|---|
| <p><b>C1.3</b></p> <p>Write two short documents to communicate information to familiar audiences using language that is appropriate to purpose and audience</p> | <ul style="list-style-type: none"> <li>a) plan and draft writing</li> <li>b) present relevant information, ideas and opinions in document types that suit purpose and audience</li> <li>c) make meaning clear</li> <li>d) construct sentences accurately, including compound sentences using appropriate conjunctions</li> <li>e) organise writing in paragraphs that demonstrate a logical sequence</li> <li>f) judge the relevance of information and the amount of detail to include for the purpose</li> <li>g) use language suitable for purpose and audience</li> <li>h) use relevant images, where appropriate, to help the reader understand main points</li> <li>i) spell correctly</li> <li>j) use punctuation correctly</li> <li>k) use grammar correctly</li> </ul> | <p><b>Writing short documents</b></p> <p>Learners should show that they can plan, draft and produce writing* that is suitable for purpose and audience.</p> <p><i>*In the Controlled Task, learners will be required to write a document (minimum 250 words) for a given purpose and audience. They will be required to include some of the information they found from Source 1 (Part 1 reading activity). They may also include information gained from the discussion (Part 1 speaking and listening activity).</i></p> <p>Learners should show that they are able to:</p> <ul style="list-style-type: none"> <li>● produce a plan</li> <li>● write/word process a first draft</li> <li>● check their draft makes sense</li> <li>● correct any mistakes</li> <li>● produce a final document - <i>with correct spelling punctuation and grammar/complete sentences and paragraphs</i></li> </ul> <p>Skills include:</p> <p><b>(a) planning</b></p> <ul style="list-style-type: none"> <li>● <i>understanding that planning must take account of purpose, context and audience; needs to be sufficiently clear to be used as the basis for drafting</i></li> <li>● <i>knowing when planning and drafting are appropriate and when to write something straight off - <b>please note,</b></i></li> </ul> |

|  |  |  |
|--|--|--|
|  | <p>l) check and, where necessary, revise documents</p> | <p><i>evidence of planning is a requirement of the Controlled Task</i></p> <ul style="list-style-type: none"> <li>● <i>practising different techniques for planning e.g. brief notes, flow charts, spider diagrams, bullet points.</i></li> </ul> <p><b>(b) different documents / different text types</b></p> <ul style="list-style-type: none"> <li>● <i>producing different documents e.g. letters, articles, web pages, emails, leaflets, brochures, essays, reports.</i></li> <li>● <i>using a variety of text types e.g. explanatory, instructive, narrative, descriptive, persuasive, informative.</i></li> </ul> <p><b>(c) (e) (f) presenting information</b></p> <ul style="list-style-type: none"> <li>● <i>e.g. the opening clearly signals the subject to the reader; points are organised in a logical order; it is clear how one point relates to another and that the whole makes coherent sense.</i></li> </ul> <p><b>(d) sentences</b></p> <ul style="list-style-type: none"> <li>● <i>understanding that complete sentences should not just be strung together with commas to make longer ‘sentences’, but should be split into separate sentences or use conjunctions</i></li> <li>● <i>using a wide range of conjunctions to express precise meaning (not just ‘and’, ‘as’, ‘but’) e.g. if, so, while, though, since, when.</i></li> </ul> <p><b>(e) paragraphs</b></p> <ul style="list-style-type: none"> <li>● <i>understanding use of paragraphs e.g. WEE paragraph (What is the point? Explain what you mean, Example); Burger paragraphs (main idea at the top, meat in the middle, Wrap up sentence at the bottom); title own paragraphs to establish whether they have too many ideas or the point is not clear.</i></li> </ul> |
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|  |  | <p><b>(h) images</b></p> <ul style="list-style-type: none"> <li>understanding that diagrams, sketches, drawings can be used alongside writing to make meaning clearer e.g. instructions, explanations.</li> </ul> <p><b>(i) spelling</b></p> <ul style="list-style-type: none"> <li>spelling words used most often in work, studies and daily life</li> <li>understanding a range of spelling methods and strategies e.g. visual, phonetic, kinaesthetic, analogies and mnemonics, spelling rules, use of homophones.</li> </ul> <p><b>(j) punctuation</b></p> <ul style="list-style-type: none"> <li>using capital letters, full stops, question marks and exclamation marks, apostrophes (for contractions), commas for lists.</li> </ul> <p><b>(k) grammar</b></p> <ul style="list-style-type: none"> <li>writing complete sentences using correct grammar; subject-verb agreement, accuracy and consistency of tense.</li> </ul> <p><b>(l) proofreading</b></p> <ul style="list-style-type: none"> <li>checking for meaning as well as SPaG and that writing must communicate meaning clearly to the reader</li> <li>knowing and using techniques for proof reading to spot errors and omissions in SPaG.</li> </ul> <p><b>suggested activities:</b> use Error Analysis marking to scaffold independent proofreading.</p> <p><b>legibility</b></p> <ul style="list-style-type: none"> <li>electronically produced work should be of an appropriate font and size; hand written work must be readable.</li> </ul> |
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## Essential Communication Skills - Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Communication Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

| C2.1 Speaking and Listening  |  |   |
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| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test Assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
| <p><b>C2.1</b></p> <p>A) Take part in formal discussions with two or more other people</p> <p>B) Give a talk/presentation of at least four minutes to an audience of at least three people</p> <p>C) Understand and respond to spoken language on different topics and in different contexts</p> <p>D) Speak to communicate:<br/>- information<br/>- feelings<br/>- opinions</p> | <p>a) prepare for discussions and talks/presentations in order to say things and provide information that is relevant to the subject and purpose of the discussion and talk/presentation</p> <p>b) make clear and relevant contributions in a way that suits purpose and situation</p> <p>c) use appropriate phrases and gestures in order to join in the discussion; change the topic or bring it back to the point, without interrupting the speaker, being overassertive or aggressive or appearing to be 'taking over'</p> | <p><b>Taking part in discussions/giving talks/presentations</b></p> <p>Learners should show that they can *prepare for a formal discussion and a talk/presentation.</p> <p><i>*In the Controlled Task, learners will be required to prepare for a formal discussion. They will need to prepare by summarising information from two given source documents (around 500 words each). Evidence of preparation could be a list of key points, notes on the source documents, spider diagram, flowchart. Learners should be made aware that any preparations for the formal discussion can also support the writing activity in Part 1.</i></p> <p>Learners should show that they can understand and respond to spoken language by taking part in a *formal discussion and a talk/presentation.</p> <p><i>*In the Controlled Task, the minimum time for the formal discussion is 10 minutes for groups of 3-6 people; the minimum time is 20 minutes for larger groups (up to 6 people).</i></p> |



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| <p>- questions<br/>- instructions<br/>on familiar and unfamiliar topics, using appropriate language and nonverbal communication</p> | <p>d) support opinions and arguments with evidence<br/>e) summarise information from reading and from other sources to suit purpose<br/>f) speak clearly in a way suitable for subject, purpose, audience and situation<br/>g) keep to the subject and structure talk/presentation in a logical sequence to help the audience follow a line of thought or series of events<br/>h) use a variety of ways to support the main points of the talk/presentation<br/>i) identify relevant detail and information in explanations, instructions and discussions on at least two topics and in at least two contexts<br/>j) respond constructively to criticism<br/>k) clarify and confirm understanding<br/>l) identify the speaker's intentions<br/>m) use varied vocabulary and expressions to suit purpose</p> | <p>During the discussion learners should:</p> <ul style="list-style-type: none"> <li>● provide information about the subject</li> <li>● give their opinions about the subject</li> <li>● find out what others feel about the subject</li> <li>● ask questions that may improve their understanding</li> <li>● use appropriate language and non-verbal communication</li> <li>● help move the discussion forward.</li> </ul> <p><i>*In the Controlled Task, learners will be required to show that they have prepared for and delivered a talk/presentation to others - minimum of 4 minutes to a minimum of 3 people. The talk/presentation should include an image or other support materials to enhance or aid understanding. Learners can choose their own topic although some suggestions for topics will be provided. This activity will not require learners to be heavily dependent on additional reading and research. Learners can use notes as prompts but should not read from them directly.</i></p> <p>Talks/presentations should be well structured and suitable for the purpose and audience. Learners should keep to the point and illustrate the main points clearly, using a variety of strategies to deliver their message; they should confirm that the audience understands their meaning.</p> <p>Skills include:<br/><b>discussion / talk/presentation</b></p> <ul style="list-style-type: none"> <li>● <i>responding to a range of views; taking the lead in moving discussions forward e.g. responding to and offering constructive criticism; providing evidence to support opinions and arguments; using appropriate phrases to change the direction of the discussion or refocusing the purpose; developing points and opening up new ideas;</i></li> </ul> |
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|  | <ul style="list-style-type: none"><li>n) provide further detail and development to clarify or confirm understanding</li><li>o) use appropriate strategies including language and non-verbal communication to support speech</li><li>p) confirm that listeners understand meaning</li><li>q) use language and non-verbal communication appropriate to your listeners and the situation</li></ul> | <p><i>summarising what has been said; ensuring there is an agreed/shared understanding.</i></p> <p><b>images and other support materials</b></p> <ul style="list-style-type: none"><li>understanding that written or spoken words do not need to be wholly text based - <b>images</b> e.g. charts, graphs, diagrams; pictures; drawings/<b>other support materials</b> e.g. models; reflective jacket to demonstrate health and safety; piece of equipment to demonstrate its use; music to demonstrate musical style; providing food to help explain flavours.</li></ul> <p><b>(c) contexts</b></p> <ul style="list-style-type: none"><li>using different contexts e.g. educational setting, workplace, everyday life e.g. mock panel interview, workplace team meeting, meeting to plan an event.</li></ul> <p><b>(d) (e) (h)</b></p> <ul style="list-style-type: none"><li>practising effective research and note taking skills to prepare for discussion and using factual information and knowledge to support views and arguments.</li></ul> <p><b>(j) responding constructively</b></p> <ul style="list-style-type: none"><li>understanding that successful interaction involves people being able to deal with and offer criticism in constructive ways in order to agree the best solution</li><li>knowing and applying strategies for listening and speaking with care when exchanging opinions and judgements.</li></ul> <p><b>(o) strategies to support speech</b></p> <ul style="list-style-type: none"><li>using different strategies e.g. body language, brief affirmative responses, asking questions to clarify points, repeating/confirming, facial expression, gestures, emphasis.</li></ul> |
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|  |  | <p><b>strategies/skills development for talk/presentation</b></p> <ul style="list-style-type: none"><li>● <i>structuring talk/presentation to present information in a clear sequence including introduction, conclusion and cues to signal key points</i></li><li>● <i>using a style of language to suit the subject/purpose</i></li><li>● <i>clear articulation</i></li><li>● <i>adapting volume, pitch and/or pace to suit the situation/ number of listeners/size of room/noise level</i></li><li>● <i>varying tone of voice to keep audience attention</i></li><li>● <i>taking account of nature/status of audience (level of formality)</i></li></ul> |
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## C2.2 Reading

| Learning outcome:<br>(ECommS Specification)   | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test Assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)  |
|---|---|---|
| <p><b>C2.2</b></p> <p>Read, understand and summarise information independently from at least two different documents about the same subject</p> | <ul style="list-style-type: none"> <li>a) use a variety of strategies to identify the main points, ideas and lines of argument and reasoning from text and images including by inference</li> <li>b) recognise the writer's purpose and intentions, including where they are implicit</li> <li>c) read and understand a wide range of vocabulary</li> <li>d) locate and understand information using organisational features</li> <li>e) find the meaning of words and phrases not understood, using reference materials</li> <li>f) use different types of continuous documents to obtain relevant information</li> <li>g) read critically to evaluate information and to compare information, ideas and opinions from different sources</li> <li>h) summarise information from documents</li> </ul> | <p><b>Reading/summarising information from documents</b></p> <p>Learners should show that they can identify the main points, ideas, lines of argument and reasoning from *different documents.</p> <p><i>*In the Controlled Task, learners will be required to read and summarise information from two given source documents for a given purpose (different document types / text types - around 500 words each - about the same subject). This reading activity will support learners to prepare for, and take part in, a formal discussion and to write a document (Part 1).</i></p> <p><i>*In the Controlled Task, learners can look up the meaning of any words they do not understand.</i></p> <p>Skills include:</p> <p><b>(a) different document types/different text types/main points/lines of argument/reasoning</b></p> <ul style="list-style-type: none"> <li>● <i>reading a range of documents e.g. letters, articles, blogs, emails, web pages, online forum, reports, leaflets, brochures, text books</i></li> <li>● <i>identifying different text types e.g. explanatory, instructive, narrative, descriptive, persuasive, informative</i></li> <li>● <i>understanding the difference between main points and specific detail as they occur in different text types</i></li> <li>● <i>understanding the characteristic structures of written argument</i></li> </ul> |

- understanding that texts presenting an argument are adopting a particular point of view
- identifying the difference between fact and opinion
- providing a justification or arguments for something e.g. why steel capped boots are required in construction

**(b) purpose and intentions**

- understanding that different kinds of text have different purposes and that some texts have more than one purpose or have hidden purposes
- identifying that format, structure, vocabulary, style provide clues to the purpose of the text
- understanding that the relevance of a text depends on the reader's purpose as well as the purpose of the text

**(c) wide range of vocabulary**

- identifying that the range includes technical vocabulary and recognising use of synonyms, similes, metaphors, idioms, clichés

**suggested activities:** highlight unfamiliar words and use knowledge of word roots, word families, associated connotations and context to work out likely meanings of technical words; read a formal text and recognise vocabulary associated with the subject and with the level of formality

**(d) organisational and structural features**

- using skimming, scanning and detailed reading as strategies for locating information; features e.g. contents page, index, menus, chapters, sections; subheadings, paragraphs, bullet points

understanding that different systems are used to organise whole texts e.g. library systems, office filing systems, computer filing systems **(f)**

**(e) finding meanings of words and phrases**

using a range of sources e.g. paper and electronic dictionaries, etymological, slang, contemporary usage dictionaries, glossaries and search engines

**(g) reading critically**

- understanding that information and presentation is rarely completely objective
- understanding that information on the same topic from different sources may have different, even contradictory emphases
- understanding the concept of bias

**(h) summarise**

understanding that summarising involves expressing the essential points of something e.g. the main facts, ideas, arguments, opinions in a concise way

## C2.3 Writing

| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for Task and Test Assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
|--|---|---|
| <p><b>C2.3</b></p> <p>Write documents that communicate different information to different audiences using language that is appropriate to purpose and audience</p> | <ul style="list-style-type: none"> <li>a) summarise information from reading and /or other sources to suit purpose</li> <li>b) plan and draft writing</li> <li>c) present relevant information, ideas and opinions in document types that suit both purpose and audience</li> <li>d) make meaning clear</li> <li>e) construct complex sentences using a variety of appropriate conjunctions</li> <li>f) organise writing in paragraphs that help to make meaning clear</li> <li>g) structure writing to help readers follow and understand main points</li> <li>h) present information and ideas in a logical or persuasive sequence</li> <li>i) use different styles of writing including formal and informal language to suit different purposes and audiences</li> <li>j) spell correctly</li> </ul> | <p><b>Writing information for different purposes</b></p> <p>Learners should show that they can use summarised information from reading to plan, draft and produce *writing that is suitable for purpose and audience.</p> <p><i>*In the Controlled Task (Part 1), learners will be required to write a document (minimum 500 words) for a given purpose and audience. They will be required to include some of their summarised information from Part 1 reading activity and some of the information gained from the discussion (Part 1 speaking and listening activity).</i></p> <p><i>*In the Controlled Task (Part 2), learners will be required to write a document for a given purpose and audience. The written document should be of a sufficient length to meet the assessment requirements.</i></p> <p>Learners should show that they are able to:</p> <ul style="list-style-type: none"> <li>● produce a plan</li> <li>● write/word process a first draft</li> <li>● check their draft makes sense</li> <li>● correct any mistakes</li> <li>● produce a final document - <i>with correct spelling punctuation and grammar/complete sentences and paragraphs</i></li> </ul> <p>Skills include:<br/><b>(a) summarise</b> - see also C2.2h</p> |

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|  | <ul style="list-style-type: none"> <li>k) use punctuation correctly</li> <li>l) use grammar correctly</li> <li>m) check and, where necessary, revise document</li> </ul> | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><i>distinguishing what is relevant for writing purpose and presenting the essence of what has been read in a concise way</i></li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> <li><b>(b) planning and drafting writing</b> <ul style="list-style-type: none"> <li><i>organising information and thinking in note/diagram form</i></li> <li><i>identifying content and deciding optimum length</i></li> <li><i>choosing appropriate language and structure</i></li> <li><i>practising different techniques for planning e.g. brief notes, flow charts, spider diagrams, bullet points</i></li> </ul> </li> <li><b>(c) different document types / text types</b> <ul style="list-style-type: none"> <li><i>writing different document types e.g. letters, articles, web pages, emails, official notices, leaflets, brochures, essays, reports</i></li> <li><i>using different text types e.g. explanatory, instructive, narrative, descriptive, persuasive, informative</i></li> </ul> </li> <li><b>(g) structuring writing</b> <ul style="list-style-type: none"> <li><i>understanding how to organise written work in a logical and/or persuasive sequence, using paragraphs and features such as headings and subheadings</i></li> <li><i>understanding which format, structure and layout are best for which sort of task e.g. table for information for reference/comparison; numbered points to separate stages in a process; paragraphs to develop an argument</i></li> </ul> </li> <li><b>(i) styles of writing</b> <ul style="list-style-type: none"> <li><i>understanding that style of writing includes choice of vocabulary, sentence length and how text is organised</i></li> <li><i>using formal and informal language and judging the appropriate level of formality suitable for different types of writing tasks and</i></li> </ul> </li> </ul> |
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*contexts e.g. letter to friend, letter of condolence, safety report for work*

**(j) spelling**

- *spelling words used most often in work, studies and daily life, including familiar technical words*  
*using a range of spelling methods and strategies e.g. visual, phonetic, kinaesthetic, analogies and mnemonics, spelling rules, use of homophones, word roots, prefixes and suffixes*
- *segmenting of words - understanding that some polysyllabic words have unstressed vowel sounds e.g. diff-er-ent, inter-est-ing, poison-ous*

**(k) punctuation** - see also C1.3j

- **commas** - *for lists and clauses, apostrophes for contractions and clauses*
- **apostrophes** - *contractions e.g. they're, we've - showing belonging e.g. child's book; knowing when not to use an apostrophe e.g. its and it's*
- **inverted commas** - *for direct speech and to indicate quotations*

**(l) grammar**

- *constructing and effectively using simple, compound and complex sentences*
- *checking subject-verb agreements and using correct tenses*
- *using pronouns so that their meaning is clear and understanding how these link to the concept of first, second and third person, singular and plural and subject-verb agreement*

**proofreading**

■ *understanding that in addition to checking for SPaG and general meaning, proof-reading can identify unintended ambiguity, long-windedness, repetition*

**suggested activities:** *pair checking - exchange work with partner for proofreading; proof reading own work for different purposes e.g. spelling, then grammar, then missing words*

## Essential Communication Skills - Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Communication Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Confirmatory Test*. The 'guidance' in the third column supports the requirements of the first two columns.

| C3.1 Speaking and Listening  |   |  |
|--|---|--|
| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for<br>Task and Test Assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)   |
| <p><b>C3.1</b></p> <p>A) Take part in formal discussions with two or more other people</p> <p>B) Give a talk/ presentation of at least eight minutes to an audience of at least three people</p> | <p>a) prepare for discussions and talks/presentations in order to say things and communicate complex information that is relevant to the purpose of the discussion and talk/presentation</p> <p>b) take part in a group discussion to move the discussion and work towards agreement, where appropriate</p> <p>c) make clear and relevant contributions in a way that suits purpose and situation</p> <p>d) develop points and ideas with a sensitive awareness of others' feelings, beliefs and opinions</p> | <p><b>Taking part in discussions/giving talks/presentations</b></p> <p>Learners should show that they can *prepare for a formal discussion and a talk/presentation.</p> <p><i>*In the Controlled Task, learners will be required to prepare for a formal discussion. They will need to prepare by synthesising information from two given source documents (around 1000 words each). Evidence of preparation could be a list of key points, notes, spider diagram, flowchart. Learners should be made aware that any preparations for the formal discussion can also support the writing activity in Part 1.</i></p> <p>Learners should show that they can understand and respond to spoken language by taking part in a *formal discussion and a talk/presentation.</p> <p><i>*In the Controlled Task, the minimum time for the formal discussion is 15 minutes for groups of 3 people; minimum time 25 minutes for larger groups (up to 6 people).</i></p> |

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|  | <ul style="list-style-type: none"> <li>e) use techniques and identify signals to contribute to the discussion and enable others to contribute</li> <li>f) summarise and synthesise complex information to suit purpose</li> <li>g) speak clearly and use language and a style of presentation to suit the complexity, purpose and formality of the situation and needs of the audience</li> <li>h) keep to the subject and structure talk/presentation in a logical sequence to help the audience follow a line of thought or series of events</li> <li>i) use a variety of techniques to engage the audience, including using images and other material to support or enhance speech</li> <li>j) identify relevant detail in complex spoken language</li> <li>k) understand and follow detailed explanations and complex instructions on a range of topics in familiar and less-familiar contexts</li> </ul> | <p>Learners should show that they can understand and respond to spoken language by taking part in a *formal discussion.</p> <p>During the discussion learners should communicate complex information by:</p> <ul style="list-style-type: none"> <li>● providing explanations</li> <li>● expressing feelings and opinions</li> <li>● asking questions</li> <li>● making clear and relevant contributions</li> <li>● moving the discussion forward</li> <li>● working towards agreement where appropriate</li> <li>● using suitable language and non-verbal communication.</li> </ul> <p><i>*In the Controlled Task, learners will also be required to show that they have prepared for and delivered a talk/presentation to others - minimum of 8 minutes to a minimum of 3 people. The talk/presentation should communicate complex information and include an image or other support materials to enhance or aid understanding. Learners can choose their own topic although some suggestions for topics will be provided. (Where a learner chooses their own topic, it should be one which allows them to include information at a complexity for this level.) This activity will not require learners to be heavily dependent on additional reading and research. Learners can use notes as prompts but should not read from them directly.</i></p> <p>Talks/presentations should be well structured and suitable for the purpose and audience. Learners should keep to the point and illustrate the main points clearly, using a variety of strategies to deliver their message; they should confirm that the audience understands their meaning.</p> |
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|  | <ul style="list-style-type: none"> <li>l) respond appropriately to enquiries</li> <li>m) give and respond constructively to feedback, including criticism</li> <li>n) use strategies to show listening and to clarify and confirm understanding</li> <li>o) identify the speaker's intentions</li> <li>p) use appropriate varied and specialist vocabulary and expressions to suit topics, purposes and situations</li> <li>q) confirm that listeners understand meaning</li> <li>r) provide further detail and development to clarify or confirm understanding</li> <li>s) use appropriate strategies, including language and non-verbal communication to support speech</li> <li>t) adapt language and speech to suit different subjects, purposes and situations</li> </ul> | <p>Skills include:</p> <p><b>(a) discussions</b></p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>responding to a range of views and sensibilities; showing awareness/taking account of others' feelings, beliefs, opinions; taking the lead in moving discussions forward; encouraging others to contribute to work towards agreement i.e. respond to and offer constructive criticism; provide evidence to support opinions and arguments; use appropriate phrases to change the direction of the discussion or refocus the purpose; develop points and open up new ideas; summarise what has been said; ensure there is an agreed/shared understanding; recognise when others want to speak and help them do so; contribute effectively to discussions.</li> </ul> </li> </ul> <p><b>(a) (f) complex information</b></p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>challenging in terms of the ideas it presents, have multiple strands, contain specialist language, deal with abstract or sensitive issues, or include lines of reasoning that are not immediately clear</li> <li>the subject does not always need to be complex; rather it is the way it is handled</li> </ul> </li> </ul> <p><b>(d) (e) (h)</b></p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>practising effective research and note taking skills to prepare for discussion and using factual information and knowledge to support views and arguments.</li> </ul> </li> </ul> <p><b>(f) synthesis</b></p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation.</li> </ul> </li> </ul> |
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**(i) images and other support materials**

- **images:** e.g. charts, graphs, diagrams; pictures, drawings
- **other support material** e.g. models; reflective jacket to demonstrate health and safety; piece of equipment to demonstrate its use, music to demonstrate musical style; providing food to help explain flavours.

**(k) contexts/complex instructions**

- using different contexts e.g. educational setting, workplace, everyday life (e.g. mock panel interview, workplace team meeting, meeting to plan an event).
- using a variety of contexts to support the development of transferable skills
- communicating a multi-stage sequential process.

**(m) responding constructively**

- understanding that successful co-operation involves people being able to deal with and offer criticism in constructive ways in order to agree the best solution
- knowing and applying strategies for speaking and listening with care when exchanging opinions and judgements.

**(p)** widening vocabulary, especially technical language specific to context; encourage use, as appropriate, in talks/presentations.

**(q)** awareness of audience understanding - practising skills in explaining/simplifying/adding detail.

**(s) strategies to support speech**

- *using strategies e.g. body language; brief affirmative responses; asking questions to e.g. clarify points, repeating/confirming, facial expression, gestures, emphasis*

**strategies to support understanding for talk/presentation**

- *structuring talk/presentation to present information in a clear sequence including introduction, conclusion and cues to signal key points*
- *using a style of language to suit the subject/purpose*
- *clear articulation*
- *adapting volume, pitch and/or pace to suit the situation/ number of listeners/size of room/noise level*
- *varying tone of voice to keep audience attention*
- *taking account of nature/status of audience (level of formality)*

## C3.2 Reading

| Learning outcome:<br>(ECommS Specification)   | The learner needs to know how to:<br>(skills to be taught in preparation for Task and Test Assessments)  | Practitioner/Assessor guidance<br>(guidance on skills development)  |
|---|--|---|
| <p><b>C3.2</b></p> <p>Read, understand and synthesise information from different documents about the same subject</p> | <ul style="list-style-type: none"> <li>a) read and understand specialist and complex vocabulary</li> <li>b) use a variety of strategies to identify the main points, ideas and lines of argument, and reasoning from text and images including by inference</li> <li>c) recognise the writer's purpose and intentions, including where they are implicit</li> <li>d) locate and understand information using organisational features</li> <li>e) find the meaning of words and phrases not understood using reference materials</li> <li>f) read critically to compare and evaluate accounts and recognise opinion and possible bias</li> <li>g) select and explore a range of documents to obtain relevant information</li> </ul> | <p><b>Reading / synthesising information from documents</b></p> <p>Learners should show that they can identify the main points, ideas, lines of argument and reasoning from *different documents.</p> <p><i>*In the Controlled Task, learners will be required to read and synthesise information from two given source documents for a given purpose (different document types/text types - around 1000 words each - about the same subject). This reading activity will support learners to prepare for, and take part in, a formal discussion and to write a document (Part 1).</i></p> <p><i>*In the Controlled Task, learners can look up the meaning of any words they do not understand.</i></p> <p>Skills include:</p> <p><b>(b) main points, ideas and lines of argument</b></p> <ul style="list-style-type: none"> <li>■ reading critically to follow a sequence of information or ideas and knowing how to identify points of view when reading an argument</li> <li>■ using a wide range of documents to practise looking for hidden/implicit meanings.</li> </ul> <p><b>(c) purpose and intentions</b></p> |



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|  | <p>h) explore and understand complex information and lines of reasoning in documents</p> <p>i) synthesise information from documents</p> | <ul style="list-style-type: none"> <li> <p>identifying the purpose of texts e.g. to inform, to persuade by use of vocabulary and structure in order to make judgements about its relevance.</p> </li> </ul> <p><b>(d) organisational and structural features</b></p> <ul style="list-style-type: none"> <li> <p>using skimming, scanning and detailed reading as strategies for locating information; features e.g. contents page, index, menus, chapters, sections; subheadings, paragraphs, bullet points</p> </li> <li> <p>understanding that different systems are used to organise whole texts e.g. library systems, office filing systems, computer filing systems</p> </li> </ul> <p><b>(g) select and explore</b></p> <ul style="list-style-type: none"> <li> <p>selecting and exploring different information e.g. from reference books, textbooks, manuals, newspapers web-based information; embed digital literacy skills in carrying out searches to find information (DLL 2.3 and 3.3)</p> </li> </ul> <p><b>(h) complex information</b></p> <ul style="list-style-type: none"> <li> <p>challenging in terms of the ideas it presents; have multiple strands; contain specialist language; deal with abstract or sensitive issues, or include lines of reasoning that are not immediately clear; the subject does not need to be complex; rather it is the way it is handled</p> </li> </ul> <p><b>(i) synthesis</b></p> <ul style="list-style-type: none"> <li> <p>assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation; practising synthesising information in order to prepare for talks/discussions or to inform writing</p> </li> </ul> |
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## C3.3 Writing

| Learning outcome:<br>(ECommS Specification)  | The learner needs to know how to:<br>(skills to be taught in preparation for Task and Test Assessments)   | Practitioner/Assessor guidance<br>(guidance on skills development)  |
|--|---|---|
| <p><b>C3.3</b></p> <p>Write documents of different types communicating different complex information, using language and formats that are appropriate both to purpose and audience</p> | <ul style="list-style-type: none"> <li>a) plan and draft writing</li> <li>b) select and use formats, styles and techniques of writing that are appropriate to communicating purpose and the complexity of the subject matter to the audience</li> <li>c) organise material coherently to suit the length, complexity and purpose of the document</li> <li>d) use an appropriate style and tone to suit the audience, the degree of formality required and the nature of the subject</li> <li>e) present information and ideas in a logical or persuasive sequence</li> <li>f) make meaning clear</li> <li>g) spell correctly</li> <li>h) use punctuation correctly</li> <li>i) use grammar correctly</li> </ul> | <p><b>Writing documents to communicate complex information</b></p> <p>Learners should show that they can use synthesised information from reading to plan, draft and produce *writing that is suitable for purpose and audience.</p> <p><i>*In the Controlled Task (Part 1), learners will be required to write a document (minimum 750 words) for a given purpose and audience. They will be required to include some of their critically evaluated/ synthesised information from Part 1 reading activity and some of the information gained from the discussion (Part 1 speaking and listening activity).</i></p> <p><i>*In the Controlled Task (Part 2), learners will be required to write a document for a given purpose and audience. The written document should be of a sufficient length to meet the assessment requirements.</i></p> <p>Learners should show that they are able to:</p> <ul style="list-style-type: none"> <li>● produce a plan</li> <li>● write/word process a first draft</li> <li>● check their draft makes sense</li> <li>● correct any mistakes</li> </ul> |

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|  | <p>j) check and, where necessary, revise documents</p> | <ul style="list-style-type: none"> <li>● produce a final document - <i>with correct spelling, punctuation and grammar / complete sentences and paragraphs</i></li> </ul> <p>Skills include:</p> <p><b>complex information</b> - see C3.2h</p> <p><b>writing techniques</b></p> <ul style="list-style-type: none"> <li>● <i>using different techniques e.g. alliteration, analogy, diction, hyperbole, metaphor, onomatopoeia, personification, simile</i></li> </ul> <p><b>(a) planning and drafting writing</b></p> <ul style="list-style-type: none"> <li>● <i>organising information and thinking in note/diagram form</i></li> <li>● <i>identifying content and deciding optimum length</i></li> <li>● <i>choosing appropriate language and structure</i></li> <li>● <i>practising different techniques for planning e.g. brief notes, flow charts, spider diagrams, bullet points</i></li> </ul> <p><b>(b) selecting and using formats / document types / text types</b></p> <ul style="list-style-type: none"> <li>● <i>choosing appropriate format through consideration of document type, text type and purpose e.g. documents - letters, articles, web pages, emails, official notices, leaflets, brochures, essays, reports; e.g. texts - explanatory, instructive, narrative, descriptive, persuasive, informative</i></li> </ul> <p><b>(c) (d) (e) synthesis/style, structure and tone of writing</b></p> <ul style="list-style-type: none"> <li>● <i>assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation</i></li> <li>● <i>distinguishing what is relevant for writing purpose; linking the essence of what has been read together with own opinions in a concise way</i></li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li> <span style="color: #800080;">■</span> <i>using appropriate language e.g. persuasive techniques, technical vocabulary and evidence to clearly articulate a sustained, reasoned argument</i> </li> </ul> <p><b>(g) (h) (i) spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li> <span style="color: #800080;">■</span> <i>continuing to develop spelling, punctuation and grammar skills in order to support the communication of complex subject matter; building on SPaG identified in previous levels e.g. using additional punctuation e.g. colon, semi-colon</i> </li> <li> <span style="color: #800080;">■</span> <i>developing sentence construction skills in order to communicate complex information effectively e.g. writing in complex sentences and using subordinate clauses</i> </li> </ul> <p><b>(j) proofreading</b></p> <ul style="list-style-type: none"> <li> <span style="color: #800080;">■</span> <i>developing proof reading skills - in addition to checking SPaG and general meaning, proof-reading can identify unintended ambiguity, long-windedness, repetition, changes to tenses</i> </li> </ul> |
|--|--|---|

# Essential Digital Literacy Skills

## Amplification of assessment requirements

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Entry Levels 1, 2, 3 and Levels 1, 2 and 3

These qualifications are about demonstrating skills in:

- Digital Responsibility
- Digital Productivity
- Digital Information Literacy
- Digital Collaboration
- Digital Creativity
- Digital Learning

### Notes:

1. Each level of the skill incorporates and builds on the previous levels. For example, in DLE1.2, the requirement to 'open a file' progresses to 'create and save a file' (DLE2.2), to 'create basic folder structures to store information' (DLE3.2.)
2. Learners need to show that they can apply their skills in the way they are specified in the first column of the amplification table, headed, '**Learning outcome**'. In order to meet these requirements, learners need to have the skills listed in the second column headed, '**The learner needs to know how to**'. Practitioner/Assessor guidance is provided in the third column headed, '**Practitioner/Assessor guidance**'.

### Assessment

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Learners will be assessed via a Controlled Task and a Structured Discussion to confirm that their skills meet the Essential Digital Literacy Skills Subject Specifications.

The **Controlled Task** is designed to assess the application of digital skills in an integrated, holistic way, relevant to real-life purposes and contexts.

The **Structured Discussion** confirms the learner's underpinning knowledge and skills, and requires them to reflect on and evaluate their learning.

Where a learner has failed a Controlled Task, they must not sit the Structured Discussion for that assessment. However, a learner may undertake a different Controlled Task, and if successful, progress to a related Structured Discussion. The Structured Discussion must always take place after the Controlled Task

***The following table summarises the specifications and indicates which learning outcomes are to be assessed via each method***

| Strand                         | Level | Controlled Task |     |     |  | Structured Discussion |     |     |     |
|--------------------------------|-------|-----------------|-----|-----|--|-----------------------|-----|-----|-----|
| <b>1. Responsibility</b>       | E1    | 1.1             |     |     |  |                       | 1.2 |     |     |
|                                | E2    | 1.1             | 1.2 |     |  |                       |     | 1.3 | 1.4 |
|                                | E3    |                 |     |     |  | 1.1                   | 1.2 |     |     |
|                                | 1     |                 |     |     |  | 1.1                   | 1.2 | 1.3 |     |
|                                | 2     |                 |     |     |  | 1.1                   | 1.2 | 1.3 |     |
|                                | 3     |                 |     |     |  | 1.1                   | 1.2 | 1.3 |     |
| <b>2. Productivity</b>         | E1    | 2.1             | 2.2 | 2.3 |  |                       |     |     |     |
|                                | E2    | 2.1             | 2.2 |     |  |                       |     | 2.3 |     |
|                                | E3    | 2.1             | 2.2 |     |  |                       |     |     |     |
|                                | 1     | 2.1             |     | 2.3 |  |                       | 2.2 |     |     |
|                                | 2     | 2.1             |     | 2.3 |  |                       | 2.2 |     |     |
|                                | 3     | 2.1             |     |     |  |                       | 2.2 |     |     |
| <b>3. Information Literacy</b> | E1    |                 |     |     |  | 3.1                   |     |     |     |
|                                | E2    | 3.1             |     |     |  |                       |     |     |     |
|                                | E3    | 3.1             | 3.2 |     |  |                       |     |     |     |
|                                | 1     | 3.1             |     | 3.3 |  |                       | 3.2 |     |     |
|                                | 2     | 3.1             | 3.2 |     |  |                       |     |     |     |
|                                | 3     | 3.1             |     |     |  |                       | 3.2 |     |     |
| <b>4. Collaboration</b>        | E1    | 4.1             |     |     |  |                       |     |     |     |
|                                | E2    | 4.1             |     |     |  |                       |     |     |     |
|                                | E3    |                 | 4.2 |     |  | 4.1                   |     |     |     |
|                                | 1     |                 | 4.2 |     |  | 4.1                   |     |     |     |
|                                | 2     |                 | 4.2 |     |  | 4.1                   |     |     |     |
|                                | 3     |                 | 4.2 |     |  | 4.1                   |     |     |     |
| <b>5. Creativity</b>           | E1    | 5.1             |     |     |  |                       |     |     |     |
|                                | E2    | 5.1             |     |     |  |                       |     |     |     |
|                                | E3    | 5.1             |     |     |  |                       |     |     |     |
|                                | 1     | 5.1             |     |     |  |                       | 5.2 | 5.3 |     |
|                                | 2     | 5.1             |     |     |  |                       | 5.2 | 5.3 |     |
|                                | 3     | 5.1             |     |     |  |                       | 5.2 | 5.3 |     |
| <b>6. Learning</b>             | E1    |                 |     |     |  | 6.1                   |     |     |     |
|                                | E2    |                 |     |     |  | 6.1                   |     |     |     |
|                                | E3    |                 |     |     |  | 6.1                   |     |     |     |
|                                | 1     |                 |     |     |  | 6.1                   |     |     |     |
|                                | 2     |                 |     |     |  | 6.1                   |     |     |     |
|                                | 3     |                 |     |     |  | 6.1                   |     |     |     |

## Controlled Task and Structured Discussion Specification

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- The Essential Digital Literacy Skills qualification will be awarded to learners who demonstrate that their skills meet subject specifications in both the Controlled Task and the Structured Discussion.
- The Controlled Task measures subject-specific skills and must show learners using the skills in a holistic manner that require meaningful application, relevant to purposeful and real-life circumstances.
- The purpose of the Structured Discussion is to confirm learners' underpinning knowledge and skills and is an opportunity to promote more proficient and independent learning through reflection and evaluation of performance.
- Both the Controlled Task and Structured Discussion are summative. Learners should take the assessments when they have developed the skills to this level of the subject specification.

### Controlled Task Specification<sup>14</sup>

- An assessment pack will be provided for each Task.
- It is the responsibility of the assessor to ensure that all Controlled Task materials are downloaded so that they are accessible to learners.
- The assessor is responsible for the setting up of digital resources and materials required for both Controlled Task and Structured Discussion.
- Assessors may provide learners with the opportunity to clarify task requirements during the working period however this must not extend to any form of formative assessment. For example, recommending that a learner should review their choice of digital tool would be inappropriate. Appropriate clarification could be recommending the learner re-read a particular section of the task specification.
- The Controlled Task and Structured Discussion could be assessed by the same person.

### Duration:

- 6 hours at Entry Level
- 4 hours for Level 1
- 5 hours for Level 2
- 8 hours for Level 3

The Task will be designed to be completed in its entirety within the maximum hours stated for each level. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period. Centres' normal academic holiday periods and valid learner absence (e.g. through illness or incapacity) may be disregarded when calculating the maximum working period.

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<sup>14</sup> Please refer to the Awarding Bodies' 'ESW Suite of Qualifications Handbook'

## **Structured Discussion:**

This is one-to-one or in a small group of up to 4 candidates and must be completed in addition to the Controlled Task. It is not designed to be a question and answer session but rather a conversation within the group where the topic will have been considered in advance. Learners are expected to be prepared to demonstrate their understanding at increasing levels of complexity.

Learners should be given feedback after the Task which will inform their preparation for the Structured Discussion. There are some Learning Outcomes that can only be assessed via the Task and therefore must not be included in the Structured Discussion as noted in the assessment pack.

Learners should make notes in preparation for the structured discussion. These notes can be used as evidence where a candidate has not had an opportunity to express all of their ideas in a group structured discussion

## **Application of the Assessment Record for the Controlled Task**

- Controlled Tasks are undertaken under controlled conditions.
- Following the end of the Controlled Tasks' allocated time, learners' work is formally submitted for assessment.
- The Marking Grid is used to ascertain the sufficiency of submitted evidence.
- Marks for each element of submitted evidence are recorded on the Marking Grid; this will form the record of the assessment decision regarding evidence submitted in response to the Controlled Task. This record must be available for future quality assurance use.
- Learning Outcomes where a learner has failed to submit sufficient evidence to be awarded marks, will be scored 0. Allocation of marks for evidence will be totalled for each strand.

## **Application of the Assessment Record for the Structured Discussion**

Assessors must make a summary record of the Structured Discussion and the assessment decisions taken for each strand; this record must be available for future quality assurance use. Refer to the individual awarding bodies' 'ESW Suite of Qualifications Handbook' for more information.

## **Final assessment decision**

- Assessors will need to calculate the total marks awarded the Controlled Task as captured on the Assessment Record. This mark will be a holistic summary of a learner's performance across the six strands.
- Assessors will record evidence for the Structured Discussion and decide whether this is sufficient to pass.
- Assessors will need to update the Assessment Record to record the final assessment decision.



## Essential Digital Literacy Skills Practitioner/Assessor Guidance

## Essential Digital Literacy Skills – Entry Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| <b>DLE1.1 Digital Responsibility</b>                    |  |  |
|---|--|--|
| <b>Learning outcome:</b><br><i>(EDLS specification)</i> | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Discussion assessments)</i>  | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>   |
| 1. Be able to access a digital device                   | <ul style="list-style-type: none"> <li>• Turn on and turn off a digital device</li> <li>• Use a security feature to access the device e.g. password, passcode, fingerprint etc.</li> </ul> | <p>Learners should be able to independently turn on and turn off a device.</p> <p>Devices could include, but are not restricted to: tablets, netbooks, desktops, laptops, smartphones, personal media players, wearable technology.</p> <p>Learners should be able to use a security feature such as a password, passcode or fingerprint.</p> <p>For the Controlled Task, assessors must read the 'Assessor Instructions and Guidance' in the Assessment Pack provided by the awarding body in order to prepare devices and security features.</p> |
| 2. Know how to stay safe online                         | <ul style="list-style-type: none"> <li>• State ways of keeping safe online</li> </ul>  | <p><i>For example: logging out of websites when finished, not sharing passwords or other sensitive data with others, being respectful of others' views.</i></p>  |

| <b>DLE1.2 Digital Productivity</b>                     |  |  |
|--|--|--|
| <b>Learning Outcome:</b>                               | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to open a file                              | <ul style="list-style-type: none"> <li>Open a file</li> </ul>  | <p>The learner should be able to open at least one file. This file should be accessed from a device familiar to the learner.</p> <p><i>e.g. if the learner is using a tablet the file should be accessed from this device.</i></p> <p>For the Controlled Task, assessors must read the 'Assessor Instructions and Guidance' in the Assessment Pack provided by the Awarding Body in order to prepare a file for the learner.</p> |
| 2. Be able to use an input device                      | <ul style="list-style-type: none"> <li>Demonstrate an ability to make changes using an input device</li> </ul>               | <p>An input device could include, but is not restricted to: mouse, keyboard, touch screen, touch pad or remote control.</p>  |
| 3. Be able to present information digitally            | <ul style="list-style-type: none"> <li>Present at least one piece of information for the task in a digital format</li> </ul> | <p>A digital format may be text, image, audio or audio-visual.</p> <p><i>e.g. a learner may present a photo on a smartphone, record a message using a digital voice recorder or type a simple document.</i></p>  |
| <b>DLE1.3 Digital Information Literacy</b>             |  |  |
| <b>Learning Outcome:</b>                               | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to identify a digital source of information | <ul style="list-style-type: none"> <li>Identify a digital source of information</li> </ul>                                   | <p>This is always assessed via the Structured Discussion.</p> <p>A digital source could include, but is not restricted to: search engine, e-book, online newspaper, online video.</p>  |

| DLE1.4 Digital Collaboration                               |   |   |
|--|---|---|
| Learning Outcome:  | The learner needs to know how to:   | Practitioner/Assessor guidance  |
| 1. Be able to use digital tools to collaborate with others | <ul style="list-style-type: none"> <li>Use digital tools to collaborate with others to complete a task</li> </ul> | <p>The learner should be able to input information on to a collaborative tool that has been set up by a practitioner or assessor. Examples of collaborative tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>Learners only need to use one tool at a time.</p> |
| DLE1.5 Digital Creativity                                  |   |   |
| Learning Outcome:  | The learner needs to know how to:   | Practitioner/Assessor guidance  |
| 1. Be able to enhance a digital resource                   | <ul style="list-style-type: none"> <li>Use creative features to enhance a digital resource</li> </ul>             | <p>Enhancing a resource could include, but is not restricted to: applying colour, changing fonts, adding an image, use auto-enhance feature on a photo, applying formatting features, adding borders.</p> <p><b>Enhance</b> – this is to improve the quality and/or value of the resource.</p>  |
| DLE1.6 Digital Learning                                    |   |   |
| Learning Outcome:  | The learner needs to know how to:   | Practitioner/Assessor guidance  |
| 1. Know opportunities for digital learning                 | <ul style="list-style-type: none"> <li>List digital devices and tools that can be used for learning</li> </ul>    | <p>Learners should be able to list at least 1 technology (devices) and 1 tool that can be used for digital learning <i>e.g. laptop, tablet and tools. Word, Google Doc</i></p>  |

## Essential Digital Literacy Skills – Entry Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| <b>DLE2.1 Digital Responsibility</b>                    |   |  |
|---|---|--|
| <b>Learning outcome:</b><br><i>(EDLS specification)</i> | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Discussion assessments)</i>   | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>   |
| 1. Be able to keep yourself safe in a digital world     | <ul style="list-style-type: none"> <li>Configure security settings to keep yourself safe in a digital world (e.g. passwords, fingerprints, passcodes etc.)</li> </ul>                       | <p>Learners should have an awareness that some passwords are stronger than others.</p> <p>e.g. weak passwords may include date of birth, sequential numbers and common words (e.g. password).</p>  |
| 2. Be able to open and respond to personal messages     | <ul style="list-style-type: none"> <li>Open a personal file, email or message and respond to the personal file, email or message</li> <li>Use appropriate language and behaviour</li> </ul> | <p>An email or a message could be sent and/or received via an email, VLE, social network, messaging app.</p> <p>This is online communication etiquette and could include, but is not restricted to: greetings, subject lines, appropriateness of language for the recipient.</p> <p>Behaviour can include choosing who to reply to.</p> <p>For the Controlled Task, some preparatory work is required by the assessor. Please see the 'Assessor Instructions and Guidance' in the Assessment Pack provided by the awarding body.</p> |

|  |   |   |
|--|---|---|
| 3. Be able to access transaction-based online services | <ul style="list-style-type: none"> <li>Use an online tool to carry out routine transactions.</li> </ul>   | <p>This is assessed via the Structured Discussion.</p> <p><i>e.g. such as paying a bill or completing an in-app purchase.</i></p> <p><i>It may also be booking a place at an event, redeeming an online or top-up voucher or making requests for council services.</i></p>  |
| 4. Know how to stay safe online                        | <ul style="list-style-type: none"> <li>State ways of keeping yourself safe in a range of contexts <i>(including messages, social media and websites)</i></li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>This could include knowing:</p> <ul style="list-style-type: none"> <li>what is appropriate to post on social media sites</li> <li>that privacy settings exist on social media sites</li> <li>how to make social media posts visible to selected audiences only</li> <li>the reasons for and importance of virus protection</li> <li>that some messages may pose security risks due to malware and viruses</li> <li>that there are online scams and phishing emails and that these may pose a security risk</li> </ul> |

**DLE2.2 Digital Productivity**

| <b>Learning Outcome:</b>                            | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>  |
|---|---|--|
| 1. Be able to create and save a file                | <ul style="list-style-type: none"> <li>Create and save a file</li> </ul>  | A new file could be created from a blank document, image or video, or created by re-naming an existing file.   |
| 2. Be able to enter and present digital information | <ul style="list-style-type: none"> <li>Enter basic digital information</li> <li>Use basic formatting techniques to present digital information</li> </ul> | <p>This could include text, image, audio or audio-visual information.</p> <p>Formatting could include: document amendment (such as adding borders), image manipulation and/or sound/video editing.</p> |

|  |   |  |
|--|---|--|
| 3. Be able to identify basic hardware                      | <ul style="list-style-type: none"> <li>Identify basic digital hardware</li> </ul>   | <p>This is assessed via the Structured Discussion.</p> <p>Basic hardware could include, but is not restricted to: laptops, tablets, smartphones, PCs, keyboards, monitors, webcams, microphones, speakers, printers scanners, wearable devices.</p> <p>Learners should identify devices that they already use or are using in their learning programme/workplace.</p>  |
| <b>DLE2.3 Digital Information Literacy</b>                 |   |  |
| <b>Learning Outcome:</b>                                   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to locate digital information                   | <ul style="list-style-type: none"> <li>Locate information from a given digital source</li> </ul>  | <p>A digital source could include, but is not restricted to: websites, images or information from an online search, photo or video sharing sites, online repositories, e-books, online newspaper collections.</p> <p><i>e.g. a learner may be asked to find a bob haircut on Pinterest.</i></p>  |
| <b>DLE2.4 Digital Collaboration</b>                        |   |  |
| <b>Learning Outcome:</b>                                   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to use digital tools to collaborate with others | <ul style="list-style-type: none"> <li>Identify digital collaborative tools</li> <li>Communicate digitally with a team to plan a task</li> <li>Work online synchronously (in real time) with others to complete the task</li> </ul> | <p>This could include, but is not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs. The learner must name at least one digital collaborative tool that they can use.</p> <p>The learner should communicate with at least one other person. The collaborative tools above may be used.</p> <p>Synchronous tools may include shared online documents, web conferencing, online video calling, instant messaging.</p> <p><b>NB:</b> Some tools can be both synchronous and asynchronous. At E2 learners are only expected to use the chosen tool synchronously.</p> |

| <b>DLE2.5 Digital Creativity</b>             |  |  |
|--|--|--|
| <b>Learning Outcome:</b>                     | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to create/edit a digital resource | <ul style="list-style-type: none"> <li>Choose appropriate creative tools</li> <li>Use creative tools to create and/or edit a digital resource</li> </ul> | <p>Learners will need to choose appropriate creative tools.</p> <p>A creative tool can be any tool used in an imaginative way. Learners should use creative techniques within the tool. <i>e.g. bold, centre, bullets, adding sound, adding image.</i></p> <p>This can include, but is not restricted to: an office suite, social media (<i>e.g. Pinterest</i>), video or sound editing.</p> |
| <b>DLE2.6 Digital Learning</b>               |  |  |
| <b>Learning Outcome:</b>                     | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Know opportunities for digital learning   | <ul style="list-style-type: none"> <li>Give examples of skills and knowledge that can be learned using digital tools</li> </ul>                          | <p>This is assessed via the Structured Discussion.</p> <p>Learners should be able to recognise what they have learned using digital tools.</p> <p>Learners should be able to identify opportunities for learning using digital tools.</p>  |



## Essential Digital Literacy Skills – Entry Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| <b>DLE3.1 Digital Responsibility</b>                     |  |   |
|--|--|---|
| <b>Learning outcome:</b><br><i>(EDLS specification)</i>  | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Discussion assessments)</i>  | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>  |
| 1. Demonstrate how to interact safely in a digital world | <ul style="list-style-type: none"> <li>Interact safely and appropriately in a digital world in a range of contexts (including using social media, messages, websites and online-transactions)</li> </ul> | <p>This is assessed via the Structured Discussion. This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>appropriateness and/or security risks of adding contacts, followers or friends on social media sites</li> <li>using security questions as an added feature on some user accounts</li> <li>changing passwords regularly</li> <li>increased complexity of passwords</li> <li>an awareness of security features on URL such as https and/or padlock symbol.</li> <li>using private browsing in appropriate ways</li> </ul> |
| 2. Know what is meant by a digital footprint             | <ul style="list-style-type: none"> <li>State what is meant by a digital footprint</li> </ul>   | <p>This is assessed via the Structured Discussion. This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>personal information used to register for online services</li> <li>photos/videos learners have posted online or have been tagged in</li> <li>data left behind by users on digital services</li> </ul>   |

| <b>DLE3.2 Digital Productivity</b>                   |  |   |
|--|--|---|
| <b>Learning Outcome:</b>                             | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to organise and store digital information | <ul style="list-style-type: none"> <li>• Create basic folder structures to store information</li> <li>• Manage files and folders</li> <li>• Access digital data</li> </ul>   | A basic folder structure will have one level of hierarchy. Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools. Learners should be able to access the information/data that they have stored in their file and folder structure. |
| 2. Be able to create and present digital information | <ul style="list-style-type: none"> <li>• Identify digital tools, technologies and techniques to present digital information</li> <li>• Use appropriate formatting techniques to present digital information</li> </ul> | This can be related to the resource produced in Digital Creativity. Learners should be able to identify:<br>Digital technologies – hardware or devices used<br>Digital tools – software or applications<br>Digital techniques – how the devices and tools are used  |

| <b>DLE3.3 Digital Information Literacy</b>                               |   |   |
|--|---|---|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to select digital information                                 | <ul style="list-style-type: none"> <li>• Search for appropriate digital information</li> <li>• Identify reliable resources and give reasons why they are reliable</li> </ul>  | Learners should be able to give reasons why digital information found is valid and fit for purpose, with reference to currency, relevance, accuracy, authority and purpose.   |
| 2. Be able to use digital information                                    | <ul style="list-style-type: none"> <li>• Use appropriate digital information to complete a task</li> </ul>  | Learners need to be able to apply the information they have found to a given task.  |
| <b>DLE3.4 Digital Collaboration</b>                                      |   |   |
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Know how digital collaboration can be useful when carrying out a task | <ul style="list-style-type: none"> <li>• Outline how online collaboration and communication can be useful when carrying out a task</li> <li>• List advantages and disadvantages of different methods of online collaboration and communication</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>Learners should be taught the difference between online collaboration (<i>working together towards a defined goal</i>) and communication (<i>conveying or exchanging information</i>) and outline why they are both useful when carrying out a task.</p> <p>Learners should be able to list advantages and disadvantages of methods of online collaboration and/or communication.</p>   |
| 2. Be able to use appropriate digital tools to collaborate with others   | <ul style="list-style-type: none"> <li>• Identify and use appropriate synchronous (real time) and asynchronous methods to collaborate and communicate online to complete a task</li> <li>• Outline reasons for the methods used</li> </ul>                | <p>Learners should know which tools can be used synchronously and which can be used asynchronously. They may use one tool both synchronously (real time) and asynchronously (deferred time). Tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>An appropriate tool would meet the needs of the given task and team. For example it would not be appropriate to send an email if the task requires a discussion. In this case the learner may consider online video calling.</p> <p>Learners should outline why the chosen method is appropriate for the given task.</p> |

| <b>DLE3.5 Digital Creativity</b>                               |  |  |
|--|--|--|
| <b>Learning Outcome:</b>                                       | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to create a multimedia digital resource             | <ul style="list-style-type: none"> <li>Choose appropriate digital tools for a specific purpose</li> <li>Use digital tools creatively to produce a multimedia resource</li> </ul>   | Guidance can be given about the specific purpose, but learners must choose the most appropriate tool. The resource must include at least two different media. <i>e.g. text and images, audio and video.</i>  |
| <b>DLE3.6 Digital Learning</b>                                 |  |  |
| <b>Learning Outcome:</b>                                       | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Know how digital literacy can extend learning opportunities | <ul style="list-style-type: none"> <li>Identify appropriate digital tools to support specific learning activities</li> <li>List digital tools to access and evidence learning experiences</li> <li>Outline what went well when using digital learning tools</li> </ul> | <p>Tools can include, but are not restricted to: online shared documents, online learning tools, collaborative tools, infographics, presentation tools. The learner should state why the tool is appropriate for the specific activity.</p> <p>Tools for accessing and evidencing learning experiences can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>This can be in relation to learning digital literacy skills and also to other learning where digital tools were used <i>e.g. using online videos to help learn a musical instrument.</i></p> |

## Essential Digital Literacy Skills –Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| <b>DLL1.1 Digital Responsibility</b>                    |  |  |
|---|--|--|
| <b>Learning outcome:</b><br><i>(EDLS specification)</i> | <b>The learner needs to know how to:</b><br><i>(skills to be taught in preparation for Task and Discussion assessments)</i>  | <b>Practitioner/Assessor guidance</b><br><i>(guidance on skills development)</i>   |
| 1. Understand the importance of digital responsibility  | <ul style="list-style-type: none"> <li>• Outline the risks associated with interacting online</li> <li>• Outline how to report inappropriate interactions and/or content</li> <li>• Give examples of methods of staying safe in a digital world</li> <li>• Outline personal responsibility to others in a digital world</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• giving too much personal information</li> <li>• not being certain of the true identity of the person learners interact with</li> <li>• reporting features on social media sites</li> <li>• knowing when learners would need to contact outside authorities</li> <li>• using security questions as an added feature on some user accounts</li> <li>• changing passwords regularly</li> <li>• increased complexity of passwords</li> <li>• an awareness of security features on URL such as https and/or padlock symbol</li> <li>• using private browsing in appropriate ways</li> <li>• avoiding putting others' reputation at risk</li> </ul> |

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|--|---|---|
| 2. Be able to work safely in a range of digital environments         | <ul style="list-style-type: none"> <li>• Use appropriate tools and techniques to work safely in the digital world.</li> <li>• Use appropriate language and behaviour</li> </ul>   | <p>This is assessed via the Structured Discussion.<br/>This could include:</p> <ul style="list-style-type: none"> <li>• using anti-virus software</li> <li>• using the spam folder in email client</li> <li>• knowing when to forward emails</li> <li>• exchanging data and information appropriately</li> <li>• understanding that online language and tone may sometimes be misinterpreted by the reader <i>e.g. the use of emoticons and acronyms can be confusing/misleading</i></li> </ul>   |
| 3. Understand how to manage a personal digital footprint             | <ul style="list-style-type: none"> <li>• State appropriate methods to manage a digital footprint</li> <li>• Outline how online information can impact on self and others</li> <li>• State the impact of cookies and website tracking</li> </ul>         | <p>This is assessed via the Structured Discussion.<br/>This could include</p> <ul style="list-style-type: none"> <li>• checking and managing privacy settings on social media sites</li> <li>• reporting or deleting inappropriate messages or photos</li> </ul> <p>Learners should know that companies use cookies and website tracking to monitor interests such as shopping habits. <i>e.g. a learner may search online for particular clothing items and find that the same products are advertised to them via their browser</i></p> |
| <b>• DLL1.2 Digital Productivity</b>                                 |   |   |
| <b>Learning Outcome:</b>   | <b>• The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to organise, store, share and protect digital information | <ul style="list-style-type: none"> <li>• Organise folder structures to store information</li> <li>• Manage files in folders efficiently</li> <li>• Identify methods of securing digital information</li> <li>• Store and access digital data</li> </ul> | <p>Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools. Learners should be comfortable using two levels of folder hierarchy when appropriate.<br/>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• password protect sensitive information</li> </ul>   |

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|--|---|---|
|  |   | <ul style="list-style-type: none"> <li>● share information with a basic awareness of permissioning</li> </ul> <p>Learners should be aware of data protection issues when storing sensitive information in the cloud.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● store and access the data/information from their folder structure.</li> <li>● access and/or download data/information shared with them</li> </ul>  |
| <p>2. Understand how to maintain devices and resolve common digital issues</p> | <ul style="list-style-type: none"> <li>● Identify a common digital problem and solution</li> <li>● Identify the basic infrastructure of common digital devices and outline issues and simple procedures to resolve these</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>● frozen devices – reboot needed</li> <li>● App not working – delete and reload</li> <li>● Device updates needed</li> <li>● Software updates needed</li> <li>● No internet connection</li> </ul> <p>The <b>infrastructure</b> relates to the physical and organisational facilities of the device. For example, the hardware and software (including operating system). Issues may include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>● System updates</li> <li>● Virus protection</li> <li>● Connection to other devices via ports or wifi</li> </ul> |

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| 3. Be able to use digital tools and technologies to complete a task  | <ul style="list-style-type: none"> <li>Select and use at least one appropriate digital technology and one appropriate digital tool to complete a task or solve a problem</li> </ul>                             | Learners should be able to select technologies and tools independently for a given task. For example, they should be aware of the limited functionality of some software on tablet devices and therefore choose a device that meets the need for the task.  |
| <b>DLL1.3 Digital Information Literacy</b>                           |   |   |
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to efficiently search for and save digital information    | <ul style="list-style-type: none"> <li>Use suitable keywords or phrases to search for information to complete a task or solve a simple problem</li> <li>Save the information for efficient retrieval</li> </ul> | <p>Learners should be able to choose terms that allow suitable websites or images to appear in their results. This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Using specific, not generic terms</li> <li>Being aware that search engines often disregard short words such as ‘the’ and ‘to’</li> </ul> <p>Websites can be bookmarked on a single device or using a cloud based service.</p> <p>Images can be saved securely using folder structures created in Digital Productivity.</p> |
| 2. Know why a digital source of information is reliable and relevant | <ul style="list-style-type: none"> <li>Give reasons why the located source of information is reliable and relevant</li> </ul>   | <p>Learners should be able to give reasons why digital information found is valid, with reference to currency, relevance, accuracy, authority and purpose. e.g:</p> <ul style="list-style-type: none"> <li><i>sources of information about current affairs should not be out of date</i></li> <li><i>the content of a blog is usually opinion, not always factual</i></li> <li><i>some websites are more reliable than others (e.g. government sites)</i></li> </ul>  |



|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>State why search result order does not determine reliability and relevance</li> </ul>   | <p>Learners should show awareness that some results are sponsored advertisements and will often appear at the top of the search results.</p> <p>There should be an awareness that organisations can influence the order of search results and therefore it is not necessarily the most reliable or relevant search result that will appear at the top of the list.</p>   |
| 3. Be able to retrieve and use digital information to complete a task | <ul style="list-style-type: none"> <li>Retrieve and use digital information which is in a suitable format for a target audience</li> </ul>   | <p>This can be retrieved from the folder structure used in Digital Productivity, or from a bookmarking feature.</p> <p>Learners should be able to show how they are using the digital information and that it is fit for purpose.</p>  |
| <b>DLL1.4 Digital Collaboration</b>                                   |  |  |
| <b>Learning Outcome:</b>  | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Understand how digital collaboration can enhance practice          | <ul style="list-style-type: none"> <li>Outline how digital collaborative tools could be used to enhance personal and professional practices</li> <li>Identify potential benefits and risks of digital collaborative tools and their use</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Using professional social networking sites, such as LinkedIn, to enhance personal and professional practice</li> <li>Setting up groups or pages for small enterprises or charity groups</li> <li>Outlining how a particular collaborative tool has enhanced personal or professional practice (<i>e.g. using a web based bulletin board to gather ideas during a staff team meeting</i>)</li> </ul> <p>The learner should be able to identify benefits and risks for the digital tools they have used.</p> <p>Benefits may include:</p> |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>● Cost efficiency</li> <li>● Time efficiency</li> <li>● Increased productivity</li> </ul> <p>Risks may include:</p> <ul style="list-style-type: none"> <li>● Security risk if incorrect privacy settings used</li> <li>● Accidental deletion of work</li> <li>● Inappropriate sharing and editing of work</li> </ul>   |
| <p>2. Be able to work effectively and efficiently with a digital team</p> | <ul style="list-style-type: none"> <li>● Identify opportunities to collaborate using online tools to complete a task or solve a simple problem</li> <li>● Demonstrate effective and efficient synchronous (real time) and asynchronous methods of collaborating with an online team to complete a task or solve a problem</li> <li>● Review the selected methods</li> </ul> | <p>Learners should be able to identify where they can use a collaborative tool within a task or simple problem. Tools may include, but are not restricted to: shared online documents, online video calling, emails, text messages, social media sites or blogs.</p> <p>Learners should use a combination of synchronous (real time) and asynchronous (deferred time) tools to complete the task or solve a problem. Effective tools will enable the task to be completed. Tools that are efficient may be:</p> <ul style="list-style-type: none"> <li>● Cost efficient</li> <li>● Time efficient</li> <li>● Appropriate for the given task</li> </ul> <p>Inefficient tools would cause learners to waste time and effort. They would not enhance or improve the problem solving process. Learners should review the chosen tools with reference to effectiveness and efficiency.</p> |

| DLL1.5 Digital Creativity   |   |   |
|---|---|---|
| Learning Outcome:   | The learner needs to know how to:   | Practitioner/Assessor guidance  |
| 1. Be able to demonstrate how digital creativity can be used to complete tasks              | <ul style="list-style-type: none"> <li>Use an appropriate creative digital approach to complete a task</li> </ul>   | <p>The creative digital approach may include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Using a digital tool creatively to produce a multimedia resource</li> <li>Include images and/or videos</li> <li>Using different techniques <i>e.g. formatting, colour schemes, templates, timimngs, hyperlinks</i></li> </ul> <p>The multimedia resource should be suitable for a given audience. All aspects of the resource (.g. hyperlinks/images) should be clear and working.</p> |
| 2. Be able to outline why a specific approach has been used                                 | <ul style="list-style-type: none"> <li>Describe the reasons for using the approach, and its creative impact</li> </ul>  | <p>This is assessed via the Structured Discussion.</p> <p>The learner should consider the purpose, accuracy, quality, design and accessibilty of using the approach chosen.</p>   |
| 3. Be able to identify ways in which digital creative processes can help specific audiences | <ul style="list-style-type: none"> <li>Identify how an approach/resource is developed using digital creativity and its potential impact on an audience</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p><i>e.g. an animation story may be appropriate for presenting to primary age children, but not necessarily for a formal presentation in a professional setting.</i></p> <p>The learner should outline the impact on the audience with reference to how the approach met particular needs and/or preferences.</p>   |

**DLL1.6 Digital Learning**

| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
|--|---|---|
| 1. Understand how digital literacy can extend learning opportunities | <ul style="list-style-type: none"><li>• Identify a range of appropriate digital technologies/tools which extend learning opportunities</li><br/><li>• Indicate personal digital learning requirements and preferences</li><br/><li>• Identify how digital technologies /tools improved the learning experience</li><br/><li>• Identify common problems encountered when using digital tools/technologies and indicate how these could be overcome</li></ul> | <p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should be able to identify appropriate technologies and tools that they have used during their learning as well as tools that they may explore in the future.</p> <p>Learning opportunities can refer to digital literacy skills or other skills/knowledge where digital technologies and/or tools can be used.</p> <p>Learners should be able to indicate when and where they use digital literacy and therefore what their learning requirements may be.</p> <p>Digital learning requirements/preferences may include a variety of contexts and/or subjects. <i>e.g. specific software used in engineering.</i></p> <p>The learning experience can relate to a variety of contexts and/or subjects.</p> <p>Common problems may include, but are not restricted to:</p> <ul style="list-style-type: none"><li>• Limited functionality of some free or trial versions of software</li><li>• Fear of using new technologies and/or tools</li><li>• Cost of certain software</li></ul> |

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|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>■ Bandwidth required by some software</li> <li>■ Age of device – e.g. apps not supported by older OS</li> <li>■ Some Apps only available on specific OS</li> </ul> |
|--|--|---|

## Essential Digital Literacy Skills – Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| DLL2.1 Digital Responsibility  |   |   |
|--|---|---|
| Learning Outcome:  | The learner needs to know how to:   | Practitioner/Assessor Guidance  |
| 1. Understand the importance of digital responsibility in a wide range of digital communities and environments | <ul style="list-style-type: none"> <li>• Describe the risks when interacting in a digital environment</li> <br/> <li>• Describe ways of staying safe in a wide range of digital communities and environments</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>These may include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>■ Downloading or uploading of inappropriate material (unintentionally or intentionally)</li> <li>■ Lack of awareness of copyright issues</li> <li>■ Understanding what malware and viruses are and how they can affect a computer system</li> </ul> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>■ Usage rights - knowing where to look for copyright free images</li> <li>■ Usage rights - having an awareness of Creative Commons licensing</li> <li>■ Using appropriate screen names online</li> </ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>Describe potential consequences of inappropriate or unlawful online activity</li> </ul>           | <ul style="list-style-type: none"> <li>Using appropriate e-payment methods</li> <li>Encrypting sensitive data</li> </ul> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Consequences of downloading and distributing copyrighted material</li> <li>Consequences of inappropriate postings to friends and family</li> <li>Consequences of being tagged in inappropriate postings from others.</li> </ul> |
| 2. Be able to choose the most appropriate tools and techniques to work safely for a specific purpose | <ul style="list-style-type: none"> <li>Select the most appropriate tools and techniques to work safely for a specific purpose</li> </ul> | <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Using private/incognito browsing for an appropriate purpose (<i>e.g. not wanting log-in details stored on a friend's device</i>)</li> <li>Setting permissions on shared documents</li> </ul>   |
| 3. Be able to review a personal digital footprint  | <ul style="list-style-type: none"> <li>Conduct a review of personal digital footprint</li> </ul>   | <p><i>e.g. checking privacy settings on social media sites or using a reputation management tool to review all activity.</i></p>   |

| <b>DLL2.2 Digital Productivity</b>                                   |   |   |
|--|---|---|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to organise, store, share and protect digital information | <ul style="list-style-type: none"> <li>• Construct appropriate folder structures to manage projects and store information</li> <li>• Manage personal and professional files and folders</li> <li>• Identify and evaluate appropriate methods of securing digital information</li> <li>• Store digital information in a systematic way to support easy access</li> </ul> | <p>Filing systems could include, but are not restricted to: folders within an email client, device or cloud storage, online collaborative tools.</p> <p>Learners should be comfortable using two or more levels of folder hierarchy when appropriate. They should know how to separate their personal files and folders from professional ones.</p> <p>Learners should be able to password protect sensitive information. They should know when it would be more appropriate to encrypt data.</p> <p>Learners should be able to share information with correct permissions (editing rights, view only or can comment). They should be able to alter these depending on the situation.</p> <p>Learners should be aware of data protection issues when storing sensitive information in the cloud.</p> <p>Learners should be able to store and access the data/information from their folder structures.</p> <p>Learners should be able to access and/or download data/information shared with them.</p> <p>Learners should have well organised systematic storage solutions.</p> |

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|  |  | <p><i>For the Controlled Task:</i></p> <ul style="list-style-type: none"> <li>learners must be able to set up a folder structure with at least one folder and one sub folder</li> <li>at least two methods of securing digital information must be identified and reviewed</li> <li>meaningful names must be applied consistently across all folders and files.</li> </ul>  |
| 2. Be able to maintain devices and resolve common digital problems | <ul style="list-style-type: none"> <li>Describe the basic configuration of common digital devices</li> <li>Assess and resolve common digital problems</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Internet connection - wifi enabled or cellular</li> <li>Operating system - how to update the version</li> <li>Compatible software for device, for example App Store, Google Play or Windows Store</li> <li>User account areas – different access rights</li> <li>Accessibility features</li> </ul> <p>This could include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Internet connection – hotspot/tethering (knowledge of contract restrictions)</li> <li>Updates on OS</li> <li>App not available on all platforms (use web based apps to avoid this)</li> <li>Turn on/off accessibility features, for example inverted colours</li> <li>Keeping devices away from moisture</li> </ul> |
| 3. Be able to assess, select and use                               | <ul style="list-style-type: none"> <li>Assess and select the most appropriate digital technologies and</li> </ul>  | <p>Learners should select both the technology and tool that they will be using for a given task. They should confidently use more than</p>  |




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| appropriate digital technologies and tools to complete a task or solve a problem      | <p>tools to complete a task or solve a problem</p> <ul style="list-style-type: none"> <li>• Review and evaluate choices</li> <li>• Use the selected digital tools and technologies to complete a task or solve a problem</li> </ul> | <p>one technology and/or tool for any given task, showing knowledge of the differences between functionality and availability of appropriate software.</p> <p>Learners must be able to review at least one technology, one tool and one technique. This should include any changes that they would make in their choice of device, software or technique.</p>   |
| <b>DLL2.3 Digital Information Literacy</b>  |   |   |
| <b>Learning Outcome:</b>  | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>   |
| 1. Be able to efficiently search for, refine, assess and organise digital information | <ul style="list-style-type: none"> <li>• Carry out a refined search using appropriate keywords or phrases</li> <li>• Assess the digital information for currency, relevance, authority, accuracy and purpose</li> </ul>             | <p>Learners should be able to narrow their search, for example: by language, location, usage rights etc.</p> <p>Learners should know how to check for:</p> <ul style="list-style-type: none"> <li>• Currency – when was the information published? When was the website content updated? Do the links work on the website?</li> <li>• Relevance – Is the information relevant for the given task? Is it written for a suitable audience? Does it give enough/too much depth?</li> <li>• Authority – Who wrote the information? Do they have expertise in that area? Are they referenced anywhere else? Are they connected to a well known organisation or body?</li> <li>• Accuracy – Are there any spelling/punctuation errors? Is there a bibliography? Can the information be verified elsewhere? Is there any bias in the information?</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Define the term ‘Search Engine Optimisation’</li> <li>• Organise and classify digital information into a structured format to complete a task or solve a problem</li> </ul> | <ul style="list-style-type: none"> <li>• Purpose – Is the information for the correct purpose for the task (e.g. is a Blog always/ever factual?) Is the information objective (without political, cultural, religious bias)?</li> </ul> <p><i>‘Search engine optimization is a methodology of strategies, techniques and tactics used to increase the amount of visitors to a website by obtaining a high-ranking placement in the search results page of a search engine (SERP) – including Google, Bing, Yahoo and other search engines.’</i></p> <p>(Source: <a href="http://www.webopedia.com/TERM/S/SEO.html">www.webopedia.com/TERM/S/SEO.html</a> accessed July 2015)</p> <p>This could include, but is not restricted to cloud storage (with appropriately named files and folders), desktop storage (with appropriately named files and folders), social bookmarking, video playlist, online/offline photo storage in albums/collections. The information should be organised in a way that makes retrieval a quick and easy process.</p> |
| 2. Be able to retrieve and use digital information to complete a task or solve a problem | <ul style="list-style-type: none"> <li>• Retrieve and use digital information which is in a suitable format for a specified target audience to complete a task or solve a problem.</li> </ul>                        | <p>Learners should be able to retrieve the information they collated and stored, ensuring it is relevant to their specified audience and use this appropriately.</p> <p>Learners should know that some information can only be retrieved on certain devices or with particular software.</p> <p>In the Controlled Task, learners must ensure that they retrieve and use the pieces of information from their research.</p>   |

| DLL2.4 Digital Collaboration   |  |   |
|--|--|---|
| Learning Outcome:  | The learner needs to know how to:  | Practitioner/Assessor guidance  |
| 1. Understand how digital collaboration can enhance personal and professional practice | <ul style="list-style-type: none"> <li>Describe how digital collaborative tools could be used to enhance personal and professional practices</li> <li>Describe potential benefits and risks of digital collaborative tools and their use</li> <li>Compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>Learners should build upon the outline required at Level 1 to provide more in depth descriptions. This could include:</p> <ul style="list-style-type: none"> <li>using professional social networking sites, such as LinkedIn, to enhance personal and professional practice</li> <li>setting up and managing groups or pages for small enterprises or charity groups</li> <li>outlining how collaborative tools have enhanced personal or professional practice</li> </ul> <p>Describe at least three benefits and three risks for a minimum of two tools.</p> <p>Benefits may include:</p> <ul style="list-style-type: none"> <li>Cost efficiency</li> <li>Time efficiency</li> <li>Increased productivity</li> </ul> <p>Risks may include:</p> <ul style="list-style-type: none"> <li>Security risk if incorrect privacy settings used</li> <li>Accidental deletion of work</li> <li>Inappropriate sharing and editing of work</li> </ul> <p>Tools may include, but are not restricted to: shared online documents (e.g. Google Docs, Office 365), online video calling, emails, text messages, social media sites (e.g. Pinterest, Facebook, Twitter, LinkedIn) or blogs.</p> <p>The comparison may include consideration of:</p> |

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|   |   | <ul style="list-style-type: none"> <li>• whether the tool is synchronous, asynchronous or both</li> <li>• method of communication (e.g. <i>written or spoken</i>)</li> <li>• cost of the software</li> <li>• user reviews of the tool</li> </ul>  |
| <p>2. Be able to collaborate online effectively and efficiently</p> | <ul style="list-style-type: none"> <li>• Identify and assess opportunities to complete a task or solve a problem by using collaborative online tools</li> <li>• Select a combination of digital methods of communicating with a team to complete a task or solve a problem</li> <li>• Collaborate online using a range of synchronous and asynchronous digital tools to complete the task or solve the problem</li> <li>• Reflect on the collaborative process</li> </ul> | <p>Learners should independently identify when collaboration can take place during a task. This may be during planning, drafting, doing or reviewing. Learners should also be able to identify when it is not appropriate to collaborate during a task.</p> <p>Learners should select a minimum of two digital methods of communication. They should apply the knowledge demonstrated above to select appropriate tools.</p> <p>Using the comparison completed above, learners should select and use at least three different tools to complete a task. For example they could combine shared online documents, email and social media.</p> <p>Learners should reflect on the process with reference to:</p> <ul style="list-style-type: none"> <li>• enhancing personal and professional practice</li> <li>• the benefits and pitfalls of their chosen methods</li> </ul> <p>Learners may benefit from using a simple model of reflection to structure their ideas. For example: Rolfe or Gibbs.</p> <p>For the Controlled Task the learners are required to collaborate in order to share their findings from the research. They will have to use one method of collaboration, but be able to identify other methods that could have been used.</p> |

| DLL2.5 Digital Creativity   |   |   |
|---|---|---|
| Learning Outcome:   | The learner needs to know how to:   | Practitioner/Assessor guidance  |
| 1. Be able to use a range of creative tools and techniques to complete a task   | <ul style="list-style-type: none"> <li>Select and use a range of digital creative tools and techniques to produce a multimedia solution for a given task</li> </ul>   | <p>The creative digital approach may include, but is not restricted to:</p> <ul style="list-style-type: none"> <li>Using a digital tool creatively to produce a multimedia resource, for example a web page, user generated video, animation, augmented reality</li> <li>Using digital tools creatively to complete a task, e.g. <i>managing social media pages or creating and managing a blog</i></li> <li>Appropriate use of at least 5 techniques: e.g. <i>sound, images, videos, animation, text, hyperlinks, timing, structure, template, formatting, colour schemes, accessibility</i></li> <li>Multimedia should include a minimum of three types of media (images, text, audio and audio-visual).</li> <li>Multimedia resources must be fit for purpose. i.e they are effective and suitable for the audience. e.g. all hyperlinks, sound work, images are clear and appropriately sized and positioned</li> </ul> |
| 2. Be able to review creative digital outcomes                                  | <ul style="list-style-type: none"> <li>Give the advantages and disadvantages of chosen creative tools and techniques</li> <li>Review the creative decisions made and their impact upon the outcome/s</li> </ul> | <p>The learner should consider the purpose, accuracy, quality, design and accessibility of using that particular approach.</p>  |
| 3. Understand how a digital creative solution can be used to complete a task or | <ul style="list-style-type: none"> <li>Describe how you might use digital creative solutions to complete a task or solve a problem for a range of audiences</li> </ul>  | <p>In a structured discussion the learner should be prepared to:</p> <ul style="list-style-type: none"> <li>Consider how their chosen solution is appropriate for their given audience</li> </ul>   |

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| solve a problem for a range of audiences                             |  |  Describe how they may adapt this or suggest an alternative solution for a different audience.   |
| <b>DLL2.6 Digital Learning</b>                                       |  |   |
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>   |
| 1. Understand how digital literacy can extend learning opportunities | <ul style="list-style-type: none"> <li>• Compare a range of digital tools which extend personal learning with reference to how these meet personal learning requirements and preferences</li> <li>• Describe how digital technologies /tools improved the learning experience</li> </ul> | <p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should be using these tools in a variety of contexts and should show how different tools meet different learning requirements.</p> <p>Learners should reflect on learning that has taken place across the digital literacy strands and identify targets for improvement.</p> <p>Learners should show that they have been using familiar and unfamiliar tools to improve the learning experience.</p> |

## Essential Digital Literacy Skills – Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Digital Literacy Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| <b>DLL3.1 Digital Responsibility</b>   |  |   |
|--|--|---|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>   |
| 1. Understand a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments | <ul style="list-style-type: none"> <li>Explain how to minimise risks for personal and professional digital projects using a range of protocols</li> </ul>                              | <p>This is assessed via the Structured Discussion.</p> <p>Protocols for minimising risks could include but are not restricted to: antivirus, password protection, spam filters, encryption, correct permissioning, deleting cookies, firewalls, deleting history, blocking certain sites or people, backing up data, performing regular updates, licensing resources to Creative Commons, copyrighting any resources that are not to be used publically/replicated, compliance with legal and organisational procedures.</p> <p>The answers should be applicable to a context (given or chosen) and the learner should identify the risk that the given protocol is minimising.</p> |
| 2. Be able to apply a range of protocols for digital responsibility and digital security in a wide range of digital                        | <ul style="list-style-type: none"> <li>Select and justify protocols for digital responsibility and digital security in a wide range of digital communities and environments</li> </ul> | <p>This is the practical application of the above criteria.</p>   |

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| communities and environments.            |   |   |
| 3. Be able to refine a digital footprint | <ul style="list-style-type: none"> <li>• Review and publish appropriate and relevant profiles and resources</li> <li>• Ensure safety protocols are in place for the audience.</li> <li>• Refine a digital footprint for community, employability or global purposes.</li> </ul> | <p>This is assessed via the Structured Discussion.</p> <p>Profiles could include but are not restricted to social media profiles such as Facebook, Twitter, Pinterest, Instagram etc. Make reference to personal and professional use. Resources could include anything that the learner may have posted to the internet, e.g. presentations they have created, blogs or wikis they have written.</p> <p>The learner should review these profiles on a regular basis to ensure that they are still fit for purpose.</p> <p>As the learner will be publishing profiles and resources it is important they are aware that they are responsible for the content they publish and therefore should apply relevant safety protocols. These could include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>• Setting a minimum age for access</li> <li>• Reviewing and deleting inappropriate posts or comments made on any profiles, sites, resources etc.</li> <li>• Warnings for any graphic imagery</li> <li>• Ground rules for participating</li> </ul> <p>This is about changing online profiles etc. for use in different purposes. A learner may choose to keep their Facebook account entirely private and for use only with friends but use Twitter for personal and professional purposes. Learners should consider:</p> |



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|  |  | <ul style="list-style-type: none"> <li>● Protecting and projecting your online identity</li> <li>● Cultural awareness</li> <li>● Contributing to international sites</li> </ul> |
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| <b>DLL3.2 Digital Productivity</b>   |   |  |
|--|---|--|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>  | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to organise, store, share, permission and protect digital information | <ul style="list-style-type: none"> <li>• Effectively manage storage structures of digital resources</li> <li>• Manage and review the most efficient way of organising the storage and permissioning of digital resources</li> <li>• Assess and implement appropriate methods of securing digital information</li> </ul> | <p>Learners should have multiple storage structures for personal and professional practices that have a minimum of 2 level file hierarchy. The management of these structures should be shown through the folder and file naming, the organisation and sharing of any files etc. These structures could be device or cloud based storage.</p> <p>Learners should be able to store and permission digital resources appropriately for a range of contexts (<i>e.g. social, employability and study contexts</i>). This should include</p> <ul style="list-style-type: none"> <li>● permissioning resources in a cloud based storage area,</li> <li>● reviewing of permissions as this may need to change over time.</li> </ul> <p>For another project the most efficient way may be to store digital resources on a secure device due to sensitive data and share/permission via secure sites or encrypted email.</p> <p>The learner's assessment should include reference to the sensitivity of the digital information, data protection legislation and</p> |

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|   | <ul style="list-style-type: none"> <li>• Store digital resources using appropriate indexing strategies for use in a range of digital projects and activities</li> </ul>  | <p>the level of security needed. Methods of securing digital information should be chosen with reference to this assessment, with justification given for the choice. Methods could include password protection, encryption, keeping the data backed up and potentially offline.</p> <p>Indexing strategies could include tagging, social bookmarking, file naming protocols.</p>   |
| <p>2. Understand how to select, use and evaluate appropriate digital technologies, tools and techniques to complete complex tasks or solve complex problems</p> | <ul style="list-style-type: none"> <li>• Critically evaluate a combination of digital technologies and tools and their appropriateness for completing given complex tasks or complex problems.</li> <li>• Critically evaluate the capacity of the selected technologies and tools to present solutions professionally</li> </ul> | <p>In a complex task, a combination of digital technologies and tools would usually refer to the use of at least one technology and two tools.</p> <p>Learners should be able to make the choice related to the task and justify their choice with particular reference to why the combination is appropriate for the task.</p> <p>Presenting solutions professionally refers to the quality of the presentation in a professional capacity. It is not restricted to the use of, for example, a presentation editor. The solution could be a video, animation, slideshow of images etc. This will most likely be what the learner has done as part of the Digital Creativity task. This outcome requires that the learner should focus on the tools they have used and the capacity and/or limitations of the tool.</p> |

| <b>DLL3.3 Digital Information Literacy</b>   |  |  |
|--|--|--|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Be able to search for, evaluate and use digital information to complete complex tasks or solve complex problems | <ul style="list-style-type: none"> <li>Carry out advanced searches using appropriate search engines, functions and features</li> <li>Retrieve, organise and classify digital information into a structured format using appropriate indexing strategies</li> <li>Use digital information which is in a suitable format for a range of audiences to complete complex tasks or solve complex problems</li> </ul> | <p>Advanced search includes but is not restricted to: the use of advanced search functions within search engines such as Google Advanced Search, as well as the use of Boolean searches using terms such as AND, OR, NOT, WITHIN etc.</p> <p>'Appropriate search engine' refers to the choice of search engine for the task at hand, e.g. using Youtube to search for videos, or Google Scholar to search for journals.</p> <p>Classification and indexing strategies could include the use of online bookmarking tools such as Diigo, Flipboard. It could be the creation and organisation of boards on Pinterest or topics on Scoop.it.</p> <p>This refers to the manipulation of data into a format that is suitable for given audiences.</p> <p>Learners should also review the currency, relevance, authority, accuracy and purpose of the information.</p> |
| 2. Understand how to critically analyse and review techniques to gather digital information                        | <ul style="list-style-type: none"> <li>Critically analyse digital sources of information with reference to how search engine results are manipulated by a variety of processes</li> </ul>  | <p>The learner needs to show an awareness here of terms such as, targeted marketing through the use of Cookies/Big Data, Google Adwords and other pay per click marketing strategies.</p> <p>The learner should build on the definition of Search Engine Optimisation and show an understanding of some of the ways this can be achieved.</p>  |

| <b>DLL3.4 Digital Collaboration</b>  |  |  |
|--|--|--|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Understand how collaboration can enhance personal, professional and organisational practice | <ul style="list-style-type: none"> <li>• Critically assess and evaluate how collaborative tools, technologies and techniques can enhance personal, professional and organisational practice.</li> <li>• Critically analyse and assess safe and secure ways to collaborate with an online team</li> <li>• Critically compare a range of online collaborative tools (at least 3 synchronous and 3 asynchronous)</li> </ul> | <p>The critical analysis should have reference to the context with justification given for the safety/security protocols used. For example, using online shared documents to share highly sensitive data for a company may be inadvisable. A more secure method of collaboration in this context should be used.</p> <p>Tools may include, but are not restricted to: shared online documents (<i>e.g. Google Docs, Office 365</i>), online video calling, emails, text messages, social media sites (<i>e.g. Pinterest, Facebook, Twitter, LinkedIn</i>) or blogs.</p> <p>Some of these tools can be used both asynchronously and synchronously; learners will need to be careful to identify how they will be using them before they critically compare the tools.</p> |
| 2. Be able to plan, organise and apply effective and efficient collaborative working practices | <ul style="list-style-type: none"> <li>• Explore opportunities to collaborate with others to complete a complex task or solve a complex problem</li> <li>• Select appropriate digital methods of communicating with a team</li> <li>• Use and evaluate the most suitable combination of digital tools</li> <li>• Justify choice with reference to effectiveness and efficiency</li> </ul>                                | <p>In any given scenario learners should be able to identify when and how collaboration can take place. This should be an application of the knowledge demonstrated above.</p> <p>At Level 3 learners should be making independent choices, with justification for each decision.</p> <p>Learners should be confident to use familiar and unfamiliar tools when working with others.</p> <p>Communication and collaboration should be planned, carried out and justified.</p>  |

| DLL3.5 Digital Creativity  |  |   |
|--|--|---|
| Learning Outcome:  | The learner needs to know how to:  | Practitioner/Assessor guidance  |
| 1. Be able to use a wide range of digital creative tools and techniques to complete a complex task | <ul style="list-style-type: none"> <li>Select digital creative tools and techniques to complete a complex task</li> <li>Respond appropriately to constructive feedback</li> </ul>  | <p>Learners should show confidence in using a range of tools and techniques.</p> <p>Learners should be able to produce creative digital solutions for a given scenario. These should include:</p> <ul style="list-style-type: none"> <li>a multimedia resource</li> <li>some form of interactivity (<i>e.g. a forum where questions can be posed and answered</i>)</li> <li>an online form</li> </ul> <p>The creative digital solution should be complete, with all elements working.</p> <p>Learners should respond constructively to feedback received from peers or assessors.</p> |
| 2. Understand how to critically review, analyse and evaluate creative digital solutions            | <ul style="list-style-type: none"> <li>Critically analyse the advantages and disadvantages of digital solutions when completing complex tasks</li> <li>Justify creative solutions.</li> <li>Critically evaluate the process used to complete a complex task</li> </ul> | <p>Learners should consider:</p> <ul style="list-style-type: none"> <li>The impact of their creative solution on a range of audiences</li> <li>The safety and security of their chosen solution</li> <li>How the solution could have been improved</li> <li>Why other solutions would have been unsuitable</li> </ul>   |
| 3. Understand how a digital creative solution has the  | <ul style="list-style-type: none"> <li>Critically analyse and assess how solutions are developed using digital creativity and their impact</li> </ul>  | <p>Learners should consider the impact:</p> <ul style="list-style-type: none"> <li>Locally</li> <li>Nationally</li> </ul>   |

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| potential to develop opportunities for entrepreneurship and enterprise |  | <ul style="list-style-type: none"> <li>● Globally</li> </ul> |
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| <b>DLL3.6 Digital Learning</b>   |  |  |
|--|--|--|
| <b>Learning Outcome:</b>   | <b>The learner needs to know how to:</b>   | <b>Practitioner/Assessor guidance</b>  |
| 1. Understand how digital technologies, tools and techniques enhance and extend learning opportunities | <ul style="list-style-type: none"> <li>● Critically assess and analyse digital technologies, tools and techniques which extend learning with reference to how these meet personal learning requirements and preferences</li> <li>● Evaluate how digital technologies, tools and techniques enhanced the learning experience</li> </ul> | <p>Digital tools can include, but are not restricted to: blogs, vlogs, VLE, wikis, online forums, social media, collaborative tools, infographics, presentation tools.</p> <p>Learners should consider:</p> <ul style="list-style-type: none"> <li>● the context for learning</li> <li>● the skills and knowledge being learned</li> <li>● a range of familiar and unfamiliar digital technologies and tools for learning</li> <li>● any specific learning needs</li> <li>● targets for improvement</li> </ul> <p>Learners should consider how the digital technologies and tools can enhance learning in a range of contexts (including personal and professional contexts).</p> <p>Learners would benefit from an awareness of reflective models such as Gibbs, Rolfe or Kolb to enable them to structure their evaluation.</p> <p>Learning experiences refer to <b>all</b> instances of learning, not only digital literacy learning.</p> |

# Essential Employability Skills

## Amplification of assessment requirements

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Entry Level 3 and Levels 1, 2 and 3

These qualifications are about demonstrating skills in:

- o Critical Thinking and Problem Solving
- o Planning and Organisation
- o Creativity and Innovation
- o Personal Effectiveness

in order to tackle problems or tasks that are met in education, training, work and social roles.

### Notes:

1. Each level of the Essential Employability Skills qualification incorporates and builds on the previous levels, with differentiation being achieved through the use of appropriate descriptors and increased complexity in the assessment requirements and Controlled Tasks.
2. Learners need to show that they can apply their skills in the way they are specified in the first column of the Amplification Table, headed, '**Learning outcome**'. In order to meet these requirements, learners need to have the skills listed in the second column headed, '**The learner needs to know how to:**'. Practitioner/Assessor guidance is provided in the third column headed, '**Practitioner/Assessor guidance**'.

### Assessment

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Learners will be assessed via a Controlled Task and a Structured Discussion to confirm that their skills meet Essential Employability Skills specifications at the required level.

The **Controlled Task** is an activity that covers some components for each strand – refer to table 1 - as a continuous process; it confirms that a learner can utilise their skills in a meaningful way and demonstrate understanding of the whole process.

The **Structured Discussion** is an activity that covers the final component for each strand – refer to table 1 – in an holistic manner; it confirms that a learner is able to reflect on their performance and understands the processes and practices employed to complete the Controlled Task, both as an individual and within a team.

The following table summarises the specifications and indicates which learning outcomes are to be assessed via each method.

| Strand                              | Level | Controlled Task |        |        | Structured Discussion |
|-------------------------------------|-------|-----------------|--------|--------|-----------------------|
| Critical Thinking & Problem Solving | E3    | CPE3.1          | CPE3.2 | CPE3.3 | CPE3.4                |
|                                     | 1     | CP1.1           | CP1.2  | CP1.3  | CP1.4                 |
|                                     | 2     | CP2.1           | CP2.2  | CP2.3  | CP2.4                 |
|                                     | 3     | CP3.1           | CP3.2  | CP3.3  | CP3.4                 |
| Planning & Organisation             | E3    | POE3.1          | POE3.2 |        | POE3.3                |
|                                     | 1     | PO1.1           | PO1.2  |        | PO1.3                 |
|                                     | 2     | PO2.1           | PO2.2  |        | PO2.3                 |
|                                     | 3     | PO3.1           | PO3.2  |        | PO3.3                 |
| Creativity & Innovation             | E3    | CIE3.1          | CIE3.2 |        | CIE3.3                |
|                                     | 1     | CI1.1           | CI1.2  |        | CI1.3                 |
|                                     | 2     | CI2.1           | CI2.2  |        | CI2.3                 |
|                                     | 3     | CI3.1           | CI3.2  |        | CI3.3                 |
| Personal Effectiveness              | E3    | PE3.1           | PE3.2  |        | PE3.3                 |
|                                     | 1     | P1.1            | P1.2   |        | P1.3                  |
|                                     | 2     | P2.1            | P2.2   |        | P2.3                  |
|                                     | 3     | P3.1            | P3.2   |        | P3.3                  |

**Table 1**

## Controlled Task and Structured Discussion Specification

### Introduction

- The Essential Employability Skills qualification will be awarded to learners who demonstrate that their skills meet the Specification in both the Controlled Task and the Structured Discussion.
- The Controlled Task measures subject-specific skills that are not assessed in the Structured Discussion and should show learners using the skills in a manner that is holistic and requires meaningful application, relevant to real-life circumstances.
- The Controlled Task and Structured Discussion are to be assessed holistically.
- Both the Controlled Task and Structured Discussion are summative. Learners should take these assessments when they have developed the skills at the required level.



## Controlled Task Specification

- Controlled Tasks will be produced or approved by awarding bodies.
- Controlled Tasks will meet the requirements of the Essential Employability Skills Design Principles.
- An assessment pack will accompany each Controlled Task, explicitly referencing the assessment requirements.
- Assessors may provide learners with the opportunity to clarify task requirements during the working period, however, this must not extend to any form of formative assessment. For example, recommending that a learner should make revisions to a planning document would be inappropriate. Appropriate clarification could be recommending that the learner re-read a particular section of the Task instructions.

### Duration:

- Entry Level 3 – up to 6 hours
- Level 1 - up to 4 hours
- Level 2 - up to 5 hours
- Level 3 - up to 8 hours

The Task will be designed to be completed in its entirety within the maximum hours stated for each level. The Task must be completed under controlled conditions within a maximum of a consecutive eight week period. Centres' normal academic holiday periods and valid learner absence (e.g. through illness or incapacity) may be disregarded when calculating the maximum working period.

## Structured Discussion Specification

- The Structured Discussion must be completed in addition to the Controlled Task.
- The format of the Structured Discussion is either one-to-one or a in small group with the assessor; it is not designed to be a question and answer session.
- The content of the Structured Discussion will be directly related to the learner's response to the Task.
- Learners are expected to demonstrate the resilience necessary to complete the Structured Discussion in one sitting.

## **Application of the Assessment Record for the Controlled Task**

- Controlled Tasks are undertaken under controlled conditions.
- Following the end of the Controlled Tasks allocated time, learner work is formally submitted for assessment.
- The Assessment Record is used to ascertain the sufficiency of submitted evidence.
- Marks for each element of submitted evidence are recorded on the Assessment Record. This forms the record of the assessment decision regarding evidence submitted in response to the Controlled Task. This record must be available for future quality assurance use.
- Learning Outcomes where a learner has failed to submit sufficient evidence to be awarded marks, will be scored 0. Allocation of marks for evidence will be totalled for each strand.

## **Application of the Assessment Record for the Structured Discussion**

Assessors must make a record of the Structured Discussion and the assessment decisions taken for each strand; this record must be available for future quality assurance use. Refer to the awarding bodies 'ESW Suite of Qualifications Handbook' for more information.

### **Final assessment decision**

- Assessors will need to calculate the total marks awarded the Controlled Task as captured on the Assessment Record. This mark will be a holistic summary of a learner's performance across the four strands.
- Assessors will record evidence for the Structured Discussion and decide whether this is sufficient to pass.
- Assessors will need to update the Assessment Record to record the final assessment decision.

## Essential Employability Skills Design Principles

|   | Entry 3   |   | Level 1   |  | Level 2  |   | Level 3   |   |
|---|---|---|---|--|--|---|---|---|
|   | Learner Outcome   | Candidate Requirement   | Learner Outcome   | Candidate Requirement  | Learner Outcome  | Candidate Requirement   | Learner Outcome   | Candidate Requirement   |
| <b>Critical thinking and problem solving CP.1</b> | <b>CPE3.1</b><br><br>Identify information within a task which require decisions to be made. | Identify the elements of the task.<br><br>Identify information required to complete the task. | <b>CP1.1</b><br><br>Identify appropriate information within a task which requires decisions to be made. | Identify key issues relating to the task.<br><br>Identify key information required to complete the task. | <b>CP2.1</b><br><br>Describe appropriate information within a task which requires multiple decisions to be made. | Describe underlying issues relating to the task.<br><br>Describe information required to complete the task. | <b>CP3.1</b><br><br>Explain appropriate information within a task which requires multiple decisions to be made. | Explain underlying issues relating to the task.<br><br>Explain information required to complete the task. |
| <b>Critical thinking and problem solving CP.2</b> | <b>CPE3.2</b><br><br>Know decision making techniques.                                       | Identify a decision making technique to use in completing the task.                           | <b>CP1.2</b><br><br>Know decision making techniques.  | Identify decision making techniques to use in completing the task.                                       | <b>CP2.2</b><br><br>Understand appropriate decision making techniques.   | Compare appropriate decision making techniques to use in completing the task.                               | <b>CP3.2</b><br><br>Understand a range of appropriate decision making techniques.                               | Evaluate a range of appropriate decision making techniques to use in completing the task.                 |
| <b>Critical thinking and problem solving CP.3</b> | <b>CPE3.3</b><br><br>Be able to use a decision making technique.                            | Use a decision making technique during the task.  | <b>CP1.3</b><br><br>Be able to select and use a decision making technique.                              | Select and use a decision making technique during the task.  | <b>CP2.3</b><br><br>Be able to select and use effective decision making techniques.                              | Select and use effective decision making techniques during the task.  | <b>CP3.3</b><br><br>Be able to select, justify and use effective decision making techniques.                    | Select, justify and use effective decision making techniques during the task.                             |

|   | Entry 3   |   | Level 1  |   | Level 2  |  | Level 3   |  |
|---|---|---|--|---|--|--|---|--|
|   | Learner Outcome   | Candidate Requirement   | Learner Outcome  | Candidate Requirement   | Learner Outcome  | Candidate Requirement  | Learner Outcome   | Candidate Requirement  |
| <b>Critical thinking and problem solving CP.4</b> | <p><b>CPE3.4</b></p> <p>Know critical thinking and problem solving skills used during a task.</p> | <p>Give reasons for the decisions made during the task.</p> <p>Identify strengths and weaknesses of the decisions made during the task.</p> | <p><b>CP1.4</b></p> <p>Know critical thinking and problem solving skills used during a task.</p> | <p>Reflect on the information gathered, the decisions made and the outcome of the task.</p> <p>Identify strengths and weaknesses of the decisions made during the task.</p> | <p><b>CP2.4</b></p> <p>Understand critical thinking and problem solving skills used during a task.</p> | <p>Reflect on and review the information gathered, the decisions made and the outcome of the task.</p> <p>Describe strengths and weaknesses of the decisions made during the task.</p> | <p><b>CP3.4</b></p> <p>Understand and evaluate critical thinking and problem solving skills used during a task.</p> | <p>Reflect on and evaluate the information gathered, the decisions made and the outcome of the task.</p> <p>Evaluate strengths and weaknesses of the decisions made during the task.</p> |

|                                       | Entry 3                                  |  | Level 1  |  | Level 2  |   | Level 3  |   |
|---------------------------------------|--|--|--|--|--|---|--|---|
|                                       | Learner Outcome                          | Candidate Requirement  | Learner Outcome                                      | Candidate Requirement  | Learner Outcome                                      | Candidate Requirement   | Learner Outcome                                      | Candidate Requirement   |
| <b>Planning and organisation PO.1</b> | <b>POE3.1</b><br>Be able to plan a task. | Identify the main purpose of the task.<br><br>Set targets and timescales.<br><br>Identify the actions required to achieve each target. | <b>PO1.1</b><br>Be able to plan and organise a task. | Identify the main purpose of the task.<br><br>Produce a plan for the task which includes SMART targets.<br><br>Identify arrangements for reviewing the plan. | <b>PO2.1</b><br>Be able to plan and organise a task. | Describe the main purpose of the task.<br><br>Produce an organised plan for the task which includes SMART targets.<br><br>Identify resources required.<br><br>Identify arrangements for reviewing the plan. | <b>PO3.1</b><br>Be able to plan and organise a task. | Explain the main purpose of the task.<br><br>Construct a detailed plan for the task which includes SMART targets.<br><br>Identify appropriate resources required.<br><br>Undertake a risk assessment.<br><br>Describe relevant contingencies for the actions within the plan.<br><br>Identify arrangements for monitoring and reviewing the plan. |

|                                       | Entry 3   |   | Level 1  |   | Level 2  |   | Level 3  |  |
|---------------------------------------|---|---|--|---|--|---|--|--|
|                                       | Learner Outcome   | Candidate Requirement                                       | Learner Outcome  | Candidate Requirement   | Learner Outcome  | Candidate Requirement   | Learner Outcome  | Candidate Requirement  |
| <b>Planning and organisation PO.2</b> | <b>POE3.2</b><br>Identify and agree roles and responsibilities. | Identify and agree roles and responsibilities for the task. | <b>PO1.2</b><br>Identify and agree roles and responsibilities. | Identify and agree the appropriate roles and responsibilities for the task. | <b>PO2.2</b><br>Describe and agree roles and responsibilities. | Describe the appropriate roles and responsibilities for the task.<br><br>Negotiate and agree the assignment of appropriate roles and responsibilities for the task. | <b>PO3.2</b><br>Explain, justify and agree roles and responsibilities. | Explain and justify the appropriate roles needed for the task.<br><br>Negotiate and agree the assignment of appropriate roles and responsibilities for the task. |

|                                       | Entry 3  |   | Level 1   |  | Level 2   |   | Level 3  |   |
|---------------------------------------|--|---|---|--|---|---|--|---|
|                                       | Learner Outcome  | Candidate Requirement                                       | Learner Outcome   | Candidate Requirement  | Learner Outcome   | Candidate Requirement   | Learner Outcome  | Candidate Requirement   |
| <b>Planning and organisation PO.3</b> | <b>POE3.3</b><br>Know the planning and organisation skills used during a task. | Give reasons for the planning and organisation skills used. | <b>PO1.3</b><br>Know the planning and organisation skills used during a task. | Reflect on the planning and organisation skills used during the task.<br><br>Identify strengths and weaknesses of the planning and organisation skills used during the task. | <b>PO2.3</b><br>Understand the planning and organisation skills used during a task. | Reflect on and review the planning and organisation skills used during the task.<br><br>Describe strengths and weaknesses of the planning and organisation skills used during the task. | <b>PO3.3</b><br>Understand and evaluate the planning and organisation skills used during a task. | Reflect on and evaluate the planning and organisation skills used during the task.<br><br>Evaluate strengths and weaknesses of the planning and organisation skills used during the task. |

|   | Entry 3  |  | Level 1   |   | Level 2  |   | Level 3  |  |
|---|--|--|---|---|--|---|--|--|
|   | Learner Outcome  | Candidate Requirement  | Learner Outcome   | Candidate Requirement   | Learner Outcome  | Candidate Requirement   | Learner Outcome  | Candidate Requirement  |
| <b>Creativity and innovation<br/>CI.1</b> | <b>CIE3.1</b><br>Be able to generate an idea relevant to a task. | Outline an individual idea relevant to the task.               | <b>CI1.1</b><br>Be able to generate and share ideas relevant to a task. | Outline individual ideas relevant to the task.<br><br>Share relevant ideas with others during the task.                                 | <b>CI2.1</b><br>Be able to generate and share creative ideas relevant to a task. | Individually identify creative ideas relevant to the task.<br><br>Share creative ideas with others during the task.   | <b>CI3.1</b><br>Be able to generate and share creative ideas relevant to a task. | Individually identify creative ideas relevant to the task.<br><br>Share a range of creative ideas with others during the task.   |
| <b>Creativity and innovation<br/>CI.2</b> | <b>CIE3.2</b><br>Be able to choose and develop an idea.          | Choose an idea giving reasons.<br><br>Develop the chosen idea. | <b>CI1.2</b><br>Be able to choose and develop an appropriate idea.      | Choose an appropriate idea giving reasons.<br><br>Identify strengths and weaknesses of the chosen idea.<br><br>Develop the chosen idea. | <b>CI2.2</b><br>Be able to choose and develop an appropriate idea.               | Assess the suitability of ideas.<br><br>Choose an appropriate idea giving reasons.<br><br>Describe strengths and weaknesses of the chosen idea.<br><br>Develop the chosen idea. | <b>CI3.2</b><br>Be able to choose, justify and develop an appropriate idea.      | Evaluate the suitability of a range of ideas.<br><br>Choose an appropriate idea giving reasons.<br><br>Justify reasons considering possible uncertainties and risks.<br><br>Develop the chosen idea. |



|   | Entry 3  |   | Level 1   |  | Level 2   |  | Level 3  |   |
|---|--|---|---|--|---|--|--|---|
|   | Learner Outcome  | Candidate Requirement                         | Learner Outcome   | Candidate Requirement  | Learner Outcome   | Candidate Requirement  | Learner Outcome  | Candidate Requirement   |
| <b>Creativity and innovation<br/>CI.3</b> | <b>CIE3.3</b><br>Know the creative processes used during a task. | Give examples of the creative processes used. | <b>CI1.3</b><br>Know the creative processes used during a task. | Reflect on the creative processes used during the task.<br><br>Identify what went well and what could be improved. | <b>CI2.3</b><br>Understand the creative processes used during a task. | Review the creative processes used during the task.<br><br>Reflect on what went well and suggest improvements. | <b>CI3.3</b><br>Understand and evaluate the creative processes used during a task. | Evaluate the creative processes used during the task.<br><br>Critically reflect on what went well and suggest improvements. |

|                                   | Entry 3  |  | Level 1   |  | Level 2   |  | Level 3   |  |
|-----------------------------------|--|--|---|--|---|--|---|--|
|                                   | Learner Outcome  | Candidate Requirement  | Learner Outcome   | Candidate Requirement  | Learner Outcome   | Candidate Requirement  | Learner Outcome   | Candidate Requirement  |
| <b>Personal effectiveness P.1</b> | <b>PE3.1</b><br>Be able to use personal and team-working skills during a task. | Use personal and team working skills during the task.  | <b>P1.1</b><br>Be able to use appropriate personal and team working skills during a task. | Use appropriate personal and team working skills during the task.                                | <b>P2.1</b><br>Be able to apply personal and team working skills effectively during a task. | Apply appropriate personal and team working skills effectively during the task.  | <b>P3.1</b><br>Be able to apply personal and team working skills effectively during a task. | Apply appropriate personal and team working skills effectively during the task.  |
| <b>Personal effectiveness P.2</b> | <b>PE3.2</b><br>Be able to complete a task and evidence how this was achieved. | Follow a plan to complete the task.<br><br>Record information and evidence relating to the task. | <b>P1.2</b><br>Be able to complete a task and evidence how this was achieved.             | Follow a plan to complete the task.<br><br>Record information and evidence relating to the task. | <b>P2.2</b><br>Be able to complete a task and evidence how this was achieved.               | Follow a plan to complete the task and make changes where appropriate.<br><br>Record and organise information and evidence relating to the task. | <b>P3.2</b><br>Be able to complete a task and evidence how this was achieved.               | Follow a plan to complete the task and make changes where appropriate.<br><br>Logically record and organise information and evidence relating to the task. |

|                                       | Entry 3   |   | Level 1  |   | Level 2  |   | Level 3   |   |
|---------------------------------------|---|---|--|---|--|---|---|---|
|                                       | Learner Outcome   | Candidate Requirement   | Learner Outcome  | Candidate Requirement   | Learner Outcome  | Candidate Requirement   | Learner Outcome   | Candidate Requirement   |
| <b>Personal effectiveness<br/>P.3</b> | <b>PE3.3</b><br>Know the personal and team working skills used during a task. | Give examples of personal and team working skills used during the task. | <b>P1.3</b><br>Know the personal and team working skills used during a task. | Reflect on the personal and team working skills used during the task. | <b>P2.3</b><br>Understand the personal and team working skills used during a task. | Review the personal and team working skills used during the task.<br><br>Reflect upon own contribution to the task. | <b>P3.3</b><br>Understand and evaluate the personal and team working skills used during a task. | Review the personal and team working skills used during the task.<br><br>Evaluate own contribution to the task.<br><br>Evaluate own contribution to the overall team performance. |

# **Essential Employability Skills Practitioner/Assessor Guidance**

## Essential Employability Skills – Entry Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Employability Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.




| Learner Outcome   | The candidate can:   | Guidance  |
|---|--|---|
| <b>Part 1 - Identify</b>  |  |   |
| <b>CPE3.1</b><br>Identify information within a task which require decisions to be made. | Identify information required to complete the task.<br><br>Identify the main purpose of the task | Learners should be able to identify the main purpose of a task from a given scenario using the information provided. They do <b>not</b> need to be generating ideas or possible solutions at this point.<br><br>This information should be shared within a team.<br><br>Learners must be able to evidence their own work. |
| <b>Part 2 - Generate</b>  |  |   |
| <b>CIE3.1</b><br>Be able to generate an idea relevant to a task.                        | Outline an individual idea relevant to the task.   | Learners should be able to generate one idea independently.<br><br><i>For example – if the purpose of the task is to produce information to encourage people to stay safe online, one idea could be to produce an infographic.</i>  |
| <b>CPE3.2</b><br>Know decision making techniques.                                       | Identify a decision making technique to use in completing the task.                              | Learners should identify different ways to make decisions, as part of a team.<br><br>Decision making techniques may include, for example: <ul style="list-style-type: none"> <li>● Advantages and disadvantages</li> <li>● Flipping a coin</li> <li>● Voting</li> </ul>   |

| Learner Outcome  | The candidate can:  | Guidance   |
|--|---|--|
|  |   | <ul style="list-style-type: none"> <li>Deciding against set criteria</li> </ul> <p>Learners should be able to choose one of the ways to make a decision.</p> <p>Learners must be able to evidence their own work.</p>  |
| <b>Part 3 - Refine</b>   |   |  |
| <p><b>CPE3.3</b><br/>Be able to use a decision making technique.</p> | <p>Use a decision making technique during the task.</p>               | <p>As part of a team, the learners should use a decision making technique to decide on which idea the team will continue to use to complete a task.</p> <p>Decision making techniques may include, for example:</p> <ul style="list-style-type: none"> <li>Advantages and disadvantages</li> <li>Flipping a coin</li> <li>Voting</li> <li>Deciding against set criteria</li> </ul>   |
| <p><b>CIE3.2</b><br/>Be able to choose and develop an idea.</p>      | <p>Choose an idea giving reasons.</p> <p>Develop the chosen idea.</p> | <p>As part of a team, learners should agree on one idea and then give reasons why the chosen idea is suitable for a given task.</p> <p>Learners should be able to give reasons independently, but then share within the team.</p> <p>Ideas can be developed by listing advantages and disadvantages.</p> <p><i>For example: the advantages of using an infographic to inform people how to stay safe online could be:</i></p> <ul style="list-style-type: none"> <li><i>they are visual and easy to read</i></li> <li><i>they can be viewed online or paper-based</i></li> </ul> |

| Learner Outcome   | The candidate can:  | Guidance   |
|---|---|--|
|   |   | <p><i>The disadvantages of using an infographic to inform people how to stay safe online could be:</i></p> <ul style="list-style-type: none"> <li>● <i>not everyone knows how to produce an infographic</i></li> <li>● <i>too much information makes an infographic look cluttered</i></li> </ul>  |
| <b>Part 4 – Planning</b>  |   |  |
| <p><b>POE3.1</b><br/>Be able to plan a task.</p>                        | <p>Identify the main purpose of the task.</p> <p>Set targets and timescales.</p> <p>Identify the actions required to achieve each target.</p> | <p>Learners should be able to produce a plan clearly showing how each team member has contributed.</p> <p>The plan must include</p> <ul style="list-style-type: none"> <li>● their targets</li> <li>● the activities required to complete a task</li> <li>● the timescales (for the controlled task, this must be within the 6 hours)</li> <li>● the presentation of the outcome to the target audience</li> </ul>   |
| <p><b>POE3.2</b><br/>Identify and agree roles and responsibilities.</p> | <p>Identify and agree roles and responsibilities for the task.</p>  | <p>The learners should agree on the roles needed to complete the task.</p> <p><i>For example: designer, finance, researcher, timekeeper, resource manager</i></p> <p>The learners should be able to recognise their own personal skills. They can do this by completing a skills audit, as well as considering any prior experience.</p> <p>The team should be able to decide the personal skills needed for each role needed to complete the task. They can then assign roles and responsibilities to each team member.</p> |

| Learner Outcome  | The candidate can:                                    | Guidance   |
|--|---|--|
| <b>Part 5 – Carry out the Plan</b>   |   |  |
| <b>PE3.2</b><br>Be able to complete a task and evidence how this was achieved. | Follow a plan to complete the task.                   | Learners should be able to follow the plan and carry out their allocated tasks. They should be able to work on their own, but also support other team members when required.   |
| <b>PE3.1</b><br>Be able to use personal and team-working skills during a task. | Use personal and team working skills during the task  | Learners should show that they can use effective personal and team working skills such as: <ul style="list-style-type: none"> <li>● respect – (e.g. <i>by encouraging other team members, showing gratitude, completing own responsibilities</i>)</li> <li>● participation – (e.g. <i>by being pro-active and completing, assisting others when appropriate</i>)</li> <li>● communication – (e.g. <i>by listening and responding, by asking questions and using non-verbal cues</i>)</li> <li>● active listening. – (e.g. <i>by using verbal and non-verbal cues</i>)</li> </ul> |
| <b>Part 6 – Present</b>  |   |  |
| <b>PE3.2</b><br>Be able to complete a task and evidence how this was achieved. | Record information and evidence relating to the task. | The learners should be able to present their work as a team. They may not be able to produce a final product during the Controlled Task (although on some occasions they may do this), but all the design, preparation and drafts should be presented.<br><br><i>For example:</i>  |



| Learner Outcome  | The candidate can:  | Guidance  |
|--|---|---|
|  |   | <ul style="list-style-type: none"> <li> <i>creating a story board</i></li> <li> <i>producing a presentation</i></li> <li> <i>producing a video</i></li> </ul> <p>Learners should be able to evidence their own contribution to a task.</p>   |
| <b>Structured Discussion</b>   |   |   |
| <p><b>CPE3.4</b><br/>Know critical thinking and problem solving skills used during a task.</p> | <p>Give reasons for the decisions made during the task.</p> <p>Identify strengths and weaknesses of the decisions made during the task.</p> | <p><b>General Guidance:</b></p> <p>The Structured Discussion must be completed in addition to the Controlled Task.</p> <p>The format of the Structured Discussion is either one-to-one or in a small group with the assessor; it is not designed to be a question and answer session.</p> <p>Learners are expected to demonstrate the resilience necessary to complete the Structured Discussion in one sitting.</p> <p><b>Entry Level 3 Guidance:</b></p> <p>At this level, a learner should be able to give examples of how they have used each skill (critical thinking and problem solving; planning and organisation; creativity and innovation; personal effectiveness)</p> <p>Learners should relate to their own performance during the task to give examples and reasons.</p> <p><b>Critical Thinking and Problem Solving</b></p> <p>Learners should give examples of the decision making techniques they used and</p> |
| <p><b>POE3.3</b><br/>Know the planning and organisation skills used during a task.</p>         | <p>Give reasons for the planning and organisation skills used.</p>  |   |
| <p><b>CIE3.3</b><br/>Know the creative processes used during a task.</p>                       | <p>Give examples of the creative processes</p>  |   |

| Learner Outcome  | The candidate can:   | Guidance  |
|--|--|---|
| <p><b>PE3.3</b></p> <p>Know the personal and team working skills used during a task.</p> | <p>Give examples of personal and team working skills used during the task.</p> | <p>why they used them. They should be able to identify strengths and weaknesses for some of the decisions made during the task.</p> <p><b>Planning and organisation</b><br/>Learners should give examples of the planning skills they used, such as setting targets, deciding on roles. They should be able to say how, why and when they used those skill within a task.</p> <p><b>Creativity and Innovation</b><br/>Learners should be able to give examples of the ideas they generated and how they developed these during a task.</p> <p><b>Personal Effectiveness</b><br/>Learners should be able to give examples of personal and team working skills used during a task. These could include respect, participation, communication, active listening.</p> |

## Essential Employability Skills – Level 1

The table below shows the skills learners will need to have in order to achieve the Essential Employability Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| Learner Outcome   | The candidate can:   | Guidance   |
|---|--|--|
| <b>Part 1 - Identify</b>  |  |  |
| <b>CP1.1</b><br>Identify appropriate information within a task which requires decisions to be made. | Identify key issues relating to the task.<br><br>Identify key information required to complete the task. | The learner should be able to understand the scenario for a given task. They should be able to independently identify the main purpose, key issues and information to enable them to complete a task.<br><br>Key issues may be specifically relating to the scenario, or may be more generic such as timings, costs or parameters of a task.<br><br>Key information should be linked to the main purpose and be specific to a given task.<br><br>Learners should be able to share and discuss the main purpose, key issues and information within a team. They should be able to evidence how they have contributed to this. |
| <b>Part 2 - Generate</b>  |  |  |
| <b>CI1.1</b><br>Be able to generate and   | Outline individual ideas relevant to the task.   | Learners should be able to generate more than one idea relevant to a given task.   |

| Learner Outcome  | The candidate can:   | Guidance  |
|--|--|---|
| share ideas relevant to a task.  | Share relevant ideas with others during the task.                  | Learners should be able to share their ideas within a team and record them showing each individual's contribution. There should be at least three unique ideas identified within a team.  |
| <b>CP1.2</b><br>Know decision making techniques.                       | Identify decision making techniques to use in completing the task. | Learners should identify and outline different ways to make decisions, as part of a team.<br><br>Decision making techniques may include, for example: <ul style="list-style-type: none"> <li>● Advantages and disadvantages</li> <li>● Flipping a coin</li> <li>● Secret Ballot/Show of hands</li> <li>● Voting/majority decision</li> <li>● Deciding against set criteria (Mind maps)</li> </ul> |
| <b>CP1.3</b><br>Be able to select and use a decision making technique. | Select and use a decision making technique during the task.        | Within a team, learners should be able to choose one way to make a decision.<br><br>Learners must be able to evidence their own work.   |
| <b>Part 3 - Refine</b>   |  |   |
| <b>CI1.1</b><br>Be able to generate and share ideas                    | Outline individual ideas relevant to the task.                     | Learners should be able to discuss and outline in more detail at least two of the original ideas.   |

| Learner Outcome  | The candidate can:  | Guidance   |
|--|---|--|
| relevant to a task.  | Share relevant ideas with others during the task.   | <p><i>For example: if the purpose of the task is to produce information to encourage young people to stay safe online, one idea could have been to produce an infographic.</i></p> <p><i>To consider this in more detail, learners may discuss different sections that could be included - such as the risks and benefits of using the internet. They may also discuss ways that the infographic could be distributed.</i></p> |
| <b>CP1.3</b><br>Be able to select and use a decision making technique. | Select and use a decision making technique during the task.   | The learner should be able to use the chosen decision making technique during a task.  |
| <b>CI1.2</b><br>Be able to choose and develop an appropriate idea.     | Choose an appropriate idea giving reasons.<br><br>Identify strengths and weaknesses of the chosen idea.<br><br>Develop the chosen idea. | Within a team the learners should <ul style="list-style-type: none"> <li>- be able to discuss and agree on an idea to develop within a given task</li> <li>- start to develop the idea by considering possible strengths and weaknesses</li> <li>- be able to evidence where they have contributed to a team's work</li> </ul>   |
| <b>Part 4 - Planning</b>   |   |  |

| Learner Outcome  | The candidate can:  | Guidance   |
|--|---|--|
| <p><b>PO1.1</b><br/>Be able to plan and organise a task.</p>           | <p>Identify the main purpose of the task.</p> <p>Produce a plan for the task which includes SMART targets.</p> <p>Identify arrangements for reviewing the plan.</p> | <p>In a team, learners should be able to create a plan for a given task. This should include:</p> <ul style="list-style-type: none"> <li>● SMART targets – all targets in a plan should be specific, measureable, achievable, realistic and time-bound</li> <li>● the activities – these activities should be for all team members to work on individually or in pairs/groups. They should relate to the set targets.</li> <li>● arrangements to review the plan – this could be an additional column in the action plan, or evidenced in any other suitable format. The team should plan regular reviews during a given task.</li> <li>● the presentation of the outcome to the target audience – the team should plan how they wish to present their work so it is collated in a logical format</li> </ul> |
| <p><b>PO1.2</b><br/>Identify and agree roles and responsibilities.</p> | <p>Identify and agree the appropriate roles and responsibilities for the task.</p>  | <p>Learners should be able to identify and agree the roles needed to complete a task, as part of a team</p> <p>Role – this is the position that someone has within a team. <i>For example: finance, timekeeper, resource manager</i></p> <p>Learners should be able to identify the responsibilities of the roles needed for a given task.</p> <p>Responsibility – these are the specific tasks or duties that someone performs as a function of their role. <i>For example: ensuring that the costings are completed, ensuring that the team members are aware of the time remaining.</i></p>   |
| <p><b>P1.1</b><br/>Be able to use appropriate</p>                      | <p>Use appropriate personal and team working skills during the task.</p>  | <p>Learners should identify their own personal skills and strengths. They can do this by completing a skills audit, as well as considering any prior experience.</p>   |

| Learner Outcome   | The candidate can:  | Guidance  |
|---|---|---|
| personal and team working skills during a task.   |   | <p>Skills – these are things that have been learnt through practice. <i>For example: presentation skills, writing, numeracy</i></p> <p>Strengths – these are things that a learner is naturally good at, or has a natural disposition towards. <i>For example: courage, ability to learn languages easily</i></p> <p>As part of a team, learners should be able to allocate appropriate roles and responsibilities, taking into account the personal strengths and skills of all members</p>  |
| <b>Part 5 – Carry out the Plan</b>  |   |   |
| <p><b>P1.1</b><br/>Be able to use appropriate personal and team working skills during a task.</p> | Use appropriate personal and team working skills during the task. | <p>Learners should carry out the responsibilities of their allocated role within a given task, by demonstrating effective personal and team working skills</p> <p>Learners should show that they can use effective personal and team working skills such as:</p> <ul style="list-style-type: none"> <li>● respect – <i>(e.g. by encouraging other team members, showing gratitude, completing own responsibilities)</i></li> <li>● participation – <i>(e.g. by being pro-active and completing, assisting others when appropriate)</i></li> <li>● communication – <i>(e.g. by listening and responding, by asking questions, using non-verbal cues)</i></li> <li>● active listening. – <i>(e.g. by using verbal and non-verbal cues)</i></li> <li>● time management – <i>(e.g. by checking the time against the plan and targets set)</i></li> <li>● determination – <i>(e.g. by overcoming hurdles or obstacles within a task and continuing with the work)</i></li> </ul> |

| Learner Outcome   | The candidate can:  | Guidance   |
|---|---|--|
|   |   | Other personal and team working skills may be exhibited by the learners, the above is not an exhaustive list.  |
| <b>Part 6 – Present</b>   |   |  |
| <p><b>P1.2</b><br/>Be able to complete a task and evidence how this was achieved.</p>         | <p>Follow a plan to complete the task.</p> <p>Record information and evidence relating to the task.</p>                                     | <p>The learners should be able to present their work as a team.</p> <p>They may not be able to produce a final product during the Controlled Task (although on some occasions they may do this), but all the design, preparation and drafts should be presented.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>creating a story board</i></li> <li>● <i>producing a presentation</i></li> <li>● <i>producing a video</i></li> <li>● <i>using a logical and clear folder structure within a storage area</i></li> </ul> <p>Learners should be able to evidence their own contribution to a task.</p> |
| <b>Structured Discussion</b>  |   |  |
| <p><b>CP1.4</b><br/>Know critical thinking and problem solving skills used during a task.</p> | <p>Reflect on the information gathered, the decisions made and the outcome of the task.</p> <p>Identify strengths and weaknesses of the</p> | <p><b>General Guidance:</b></p> <p>The Structured Discussion must be completed in addition to the Controlled Task. The format of the Structured Discussion is either one-to-one or in a small group with the assessor; it is not designed to be a question and answer session rather a conversation where the topic has been considered in advance.</p>  |



| Learner Outcome   | The candidate can:   | Guidance   |
|---|--|--|
|   | decisions made during the task.  | Learners are expected to demonstrate the resilience necessary to complete the Structured Discussion in one sitting.  |
| <b>PO1.3</b><br>Know the planning and organisation skills used during a task. | Reflect on the planning and organisation skills used during the task.<br><br>Identify strengths and weaknesses of the planning and organisation skills used during the task. | <b>Level 1 Guidance:</b><br>At this level learners should be able to reflect on the skills (critical thinking and problem solving; planning and organisation; creativity and innovation; personal effectiveness) they have used during a task.<br><br>They can reflect by looking back and thinking about how and why they used these skills.  |
| <b>CI1.3</b><br>Know the creative processes used during a task.               | Reflect on the creative processes used during the task.<br><br>Identify what went well and what could be improved.   | <b>Critical Thinking and Problem Solving</b><br>Learners should reflect on how and why they gathered information and made decisions. They should also identify the strengths and weaknesses of some of the decisions made during the task.<br><br><b>Planning and organisation</b><br>Learners should reflect on the planning skills they used, such as setting targets, deciding on roles, identifying responsibilities of each role. They should be able to say how, why and when they used those skills within a task. Learners should also be able to identify strengths and weaknesses in their planning and organisation skills. <i>For example, they may have found that they were able to set targets, but found it difficult to complete tasks within a set time limit.</i> |
| <b>P1.3</b><br>Know the personal and team working skills used during a task.  | Reflect on the personal and team working skills used during the task.  | <b>Creativity and Innovation</b><br>Learners should be able to reflect on the ideas they generated and how they developed these during a task. They should be able to identify what went well and how they could have improved. <i>For example: They may have generated many</i>   |

| Learner Outcome | The candidate can: | Guidance  |
|-----------------|--------------------|---|
|                 |                    | <p><i>ideas, but felt that they could have improved the way they outlined and shared these within a team.</i></p> <p><b>Personal Effectiveness</b><br/>Learners should be able to reflect on personal and team working skills used during a task. These could include respect, participation, communication, active listening, time management and determination.</p> |

## Essential Employability Skills – Level 2

The table below shows the skills learners will need to have in order to achieve the Essential Employability Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| Learner Outcome  | The candidate can:   | Guidance   |
|--|--|--|
| <b>Part 1 - Identify</b>   |  |  |
| <p><b>CP2.1</b><br/>Describe appropriate information within a task which requires multiple decisions to be made.</p> | <p>Describe underlying issues relating to the task.</p> <p>Describe information required to complete the task.</p> | <p>The learner should be able to understand the scenario for a given task. They should be able to independently identify and describe the main purpose, underlying issues and information to enable them to complete a task.</p> <p>Underlying issues may specifically relate to the scenario or may be more generic.<br/><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>cost limitations</i></li> <li>● <i>time constraints (what can be done within 5 hours for the controlled task?)</i></li> <li>● <i>ethical considerations</i></li> <li>● <i>target market</i></li> <li>● <i>best ways of communicating a message</i></li> </ul> <p>Learners should be able to share and discuss the main purpose, key issues and information within a team. They should be able to evidence how they have contributed to this.</p> |
| <b>Part 2 - Generate</b>   |  |  |

| Learner Outcome  | The candidate can:   | Guidance   |
|--|--|--|
| <p><b>CI2.1</b><br/>Be able to generate and share creative ideas relevant to a task.</p> | <p>Individually identify creative ideas relevant to the task.</p> <p>Share creative ideas with others during the task.</p> | <p>Learners should be able to generate multiple ideas relevant to a given task. <i>For example, if the task is to explore ways to support a charity, ideas may include selling goods at a car boot sale, organising online crowd funding, setting up sponsorship schemes.</i></p> <p>Learners should bring together ideas from all team members and identify creative approaches that could be used to develop the ideas further. <i>For example, if the idea is to sell goods at a car boot sale, a creative approach may be to start a social media campaign outlining the charity and generating interest for the car boot, perhaps by posting pictures of items that will be sold.</i></p> <p>Learners could record their ideas and developments in a variety of ways such as</p> <ul style="list-style-type: none"> <li>● mind maps</li> <li>● narratives</li> <li>● storyboards</li> </ul> <p>Individual contributions should always be clearly evidenced.</p> |
| <p><b>CP2.2</b><br/>Understand appropriate decision making techniques.</p>               | <p>Compare appropriate decision making techniques to use in completing the task.</p>                                       | <p>Learners should describe and compare different ways to make decisions, as part of a team.</p> <p>Decision making techniques may include, for example:</p> <ul style="list-style-type: none"> <li>● Advantages and disadvantages</li> <li>● Flipping a coin</li> <li>● Secret Ballot/Show of hands</li> <li>● Voting/majority decision</li> <li>● Deciding against set criteria (Mind maps)</li> <li>● Group discussion/debate</li> </ul>  |

| Learner Outcome   | The candidate can:  | Guidance   |
|---|---|--|
|   |   | Learners should compare at least two of the decision making techniques, noting similarities and differences. This should be done as a team, with individual contributions evidenced.   |
| <b>CP2.3</b><br>Be able to select and use effective decision making techniques. | Select and use effective decision making techniques during the task.  | Within a team, learners should use the description and comparisons to select an effective decision making technique to use.<br><i>(Effective = successful in producing a desired result)</i><br>Learners must be able to evidence their own work.  |
| <b>Part 3 - Refine</b>  |   |  |
| <b>CI2.2</b><br>Be able to choose and develop an appropriate idea.              | Assess the suitability of ideas.<br><br>Choose an appropriate idea giving reasons.<br><br>Describe strengths and weaknesses of the chosen idea.<br><br>Develop the chosen idea. | Learners should be able to consider several ideas in more detail by assessing how suitable they are in relation to a given task. For the controlled task, they will need to do this for at least three ideas.<br><br>When assessing suitability, learners could consider: <ul style="list-style-type: none"> <li>● relevance to a given task</li> <li>● the target audience</li> <li>● time constraints</li> <li>● costs</li> </ul> Learners should be able to use the decision making technique to agree on one idea. |

| Learner Outcome   | The candidate can:   | Guidance  |
|---|--|---|
|   |  | Learners should then be able to describe the strengths and weaknesses of their chosen idea. |
| <b>CP2.3</b><br>Be able to select and use effective decision making techniques. | Select and use effective decision making techniques during the task. | Learners should be able to use the decision making technique to agree on one idea.          |

| Learner Outcome  | The candidate can:   | Guidance  |
|--|--|---|
| <b>Part 4 - Planning</b>   |  |   |
| <p><b>PO2.1</b><br/>Be able to plan and organise a task.</p>           | <p>Describe the main purpose of the task.</p> <p>Produce an organised plan for the task which includes SMART targets.</p> <p>Identify resources required.</p> <p>Identify arrangements for reviewing the plan.</p> | <p>In a team, learners should be able to create an organised plan for a given task. This should include:</p> <ul style="list-style-type: none"> <li>● SMART targets – all targets in a plan should be specific, measureable, achievable, realistic and time-bound.</li> <li>● a description of the activities – these activities should be for all team members to work on individually or in pairs/groups. They should relate to the set targets.</li> <li>● resources – these should relate to the activities and may include physical and human resources</li> <li>● arrangements to review the plan – this could be an additional column in the action plan, or evidenced in any other suitable format. The team should plan regular reviews during a given task.</li> <li>● the presentation of the outcome to the target audience – the team should plan how they wish to present their work so it is collated in a logical format</li> </ul> |
| <p><b>PO2.2</b><br/>Describe and agree roles and responsibilities.</p> | <p>Describe the appropriate roles and responsibilities for the task.</p> <p>Negotiate and agree the assignment of appropriate roles and responsibilities for the task.</p>   | <p>Learners should be able to identify and describe the roles and responsibilities needed to address a task, as part of a team.</p> <p>Role – this is the position that someone has within a team. <i>For example: finance, timekeeper, resource manager</i></p> <p>Responsibility – these are the specific tasks or duties that someone performs as a function of their role. <i>For example: ensuring that the costings are completed, ensuring that the team members are aware of the time remaining.</i></p>  |

| Learner Outcome   | The candidate can:   | Guidance   |
|---|--|--|
|   |  | <p>Learners should be able to define the skills required for each role and responsibility identified and described for a given task. <i>For example – the finance manager should have strong numerical skills, be able to use a spreadsheet to record financial data.</i></p> <p>Within a team, learners should negotiate and agree appropriate roles and responsibilities for all team members.</p> <p>Negotiate – this will require the learners to discuss why each particular team member is appropriate. This must be evidenced for the controlled task.</p>  |
| <p><b>P2.1</b><br/>Be able to apply personal and team working skills effectively during a task.</p> | <p>Apply appropriate personal and team working skills effectively during the task.</p> | <p>Learners should explain their own personal skills, strengths and attitudes. They can do this by completing a skills audit, as well as considering any prior experience.</p> <p>Skills – these are things that have been learnt through practice. <i>For example: presentation skills, writing, numeracy.</i></p> <p>Strengths – these are things that a learner is naturally good at, or has a natural disposition towards. <i>For example: courage, ability to learn languages easily.</i></p> <p>Attitudes – these are feelings and opinions. <i>For example: a learner may have a positive attitude and demonstrate this by approaching the task with dedication and an open mind.</i></p> <p>As part of a team, learners should be able to allocate appropriate roles and responsibilities, taking into account the personal strengths and skills of all members.</p> |



| Learner Outcome   | The candidate can:  | Guidance   |
|---|---|--|
| <b>Part 5 – Carry out the Plan</b>  |   |  |
| <p><b>P2.2</b><br/>Be able to complete a task and evidence how this was achieved.</p> | <p>Follow a plan to complete the task and make changes where appropriate.</p> | <p>Learners should use the plan to carry out the responsibilities of their assigned role by applying effective personal and team working skills where appropriate to a task. They should be able to make changes to the plan where necessary.</p> <p>Learners should show that they can use effective personal and team working skills such as:</p> <ul style="list-style-type: none"> <li>● collaboration – <i>(e.g. by working with another team member on a particular aspect of a task. This could be digitally or face to face.)</i></li> <li>● commitment – <i>(e.g. by making the best use of time, by remaining positive, by working hard to complete set targets)</i></li> <li>● taking responsibility – <i>(e.g. by working independently without needing reminders from other team members)</i></li> <li>● relationship management – <i>(e.g. by building relationships with other team members and communicating with them)</i></li> <li>● managing conflict – <i>(e.g. by recognising when conflict occurs, understanding reasons for the conflict, identifying ways to overcome or resolve conflict)</i></li> <li>● resilience. – <i>(e.g. by adapting well to changes that may be made to a plan)</i></li> </ul> <p>Other personal and team working skills may be exhibited by the learners, the above is not an exhaustive list.</p> <p>Learners can evidence their personal and team working skills in a variety of ways such as:</p> <ul style="list-style-type: none"> <li>● review section of action plan</li> <li>● writing a short blog</li> </ul> |

| Learner Outcome   | The candidate can:   | Guidance  |
|---|--|---|
|   |  | <ul style="list-style-type: none"> <li>● sound recording</li> <li>● video</li> </ul> <p>NB This is not an exhaustive list.</p>  |
| <b>Part 6 – Present</b>   |  |   |
| <p><b>P2.2</b><br/>Be able to complete a task and evidence how this was achieved.</p>               | <p>Record and organise information and evidence relating to the task.</p>  | <p>The learners should be able to present their work in an organised way, as a team. They may not be able to produce a final product during the Controlled Task (although on some occasions they may do this), but all the design, preparation and drafts should be presented.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>creating a storyboard</i></li> <li>● <i>producing a presentation</i></li> <li>● <i>producing a video</i></li> <li>● <i>using a logical and clear folder structure within a storage area</i></li> </ul> <p>Learners should be able to evidence their own contribution to a task.</p> |
| <b>Structured Discussion</b>  |  |   |
| <p><b>CP2.4</b><br/>Understand critical thinking and problem solving skills used during a task.</p> | <p>Reflect on and review the information gathered, the decisions made and the outcome of the task.</p> <p>Describe strengths and weaknesses of the</p> | <p><b>General Guidance:</b><br/>The Structured Discussion must be completed in addition to the Controlled Task. The format of the Structured Discussion is either one-to-one or in a small group with the assessor; it is not designed to be a question and answer session rather as a conversation on a topic that has been considered in advance.</p>   |

| Learner Outcome   | The candidate can:  | Guidance  |
|---|---|---|
|   | decisions made during the task.   | Learners are expected to demonstrate the resilience necessary to complete the Structured Discussion in one sitting.   |
| <b>PO2.3</b><br>Understand the planning and organisation skills used during a task. | Reflect on and review the planning and organisation skills used during the task.<br><br>Describe strengths and weaknesses of the planning and organisation skills used during the task. | <b>Level 2 Guidance:</b><br>At this level learners should be able to reflect on and review the skills (critical thinking and problem solving; planning and organisation; creativity and innovation; personal effectiveness) they have used during a task. They can reflect by looking back and thinking about how and why they used these skills. They can review by considering what they would do differently if they completed a similar task in the future.<br><br><b>Critical Thinking and Problem Solving</b>   |
| <b>CI2.3</b><br>Understand the creative processes used during a task.               | Review the creative processes used during the task.<br><br>Reflect on what went well and suggest improvements.  | Learners should reflect on and review how and why they gathered information and made decisions. They should also identify the strengths and weaknesses of the decisions made during the task.<br><br><b>Planning and organisation</b>   |
| <b>P2.3</b><br>Understand the personal and team working skills used during a task.  | Review the personal and team working skills used during the task.<br><br>Reflect upon own contribution to the task.   | Learners should reflect on and review the planning skills they used, such as setting targets; describing appropriate roles and responsibilities; negotiating, agreeing and assigning appropriate roles and responsibilities. They should be able to say how, why and when they used planning and organisation skills within a task. Learners should also be able to describe strengths and weaknesses in their planning and organisation skills. <i>For example, they may have found negotiation of roles difficult when team members had similar skills sets.</i><br><br><b>Creativity and Innovation</b><br>Learners should be able to review the ideas they generated and how they developed these during a task. They should be able to reflect on what went well |



| Learner Outcome | The candidate can: | Guidance   |
|-----------------|--------------------|--|
|                 |                    | <p>and suggest improvements. <i>For example: they may have generated many ideas, but did not assess the suitability in much depth, so may not have chosen the most suitable idea to progress with.</i></p> <p><b>Personal Effectiveness</b><br/> Learners should be able to review personal and team working skills used during a task. These could include collaboration, commitment, taking responsibility, relationship management, managing conflict and resilience.</p> <p>Learners should also reflect on how well they contributed to a given task.</p> |

## Essential Employability Skills – Level 3

The table below shows the skills learners will need to have in order to achieve the Essential Employability Skills qualification. These skills should be taught before learners complete the *Controlled Task* and *Structured Discussion*. The 'guidance' in the third column supports the requirements of the first two columns.

| Learner Outcome   | The candidate can:   | Guidance  |
|---|--|---|
| <b>Part 1 - Identify</b>  |  |   |
| <p><b>CP3.1</b><br/>Explain appropriate information within a task which requires multiple decisions to be made.</p> | <p>Explain underlying issues relating to the task.</p> <p>Explain information required to complete the task.</p> | <p>The learner should be able to understand the scenario for a given task. They should be able to independently explain the main purpose, underlying issues and information to enable them to complete a task.</p> <p>Underlying issues may specifically relate to the scenario or may be more generic.<br/><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>cost limitations</i></li> <li>● <i>time constraints (what can be done within 5 hours for the controlled task?)</i></li> <li>● <i>ethical considerations</i></li> <li>● <i>target market</i></li> <li>● <i>best ways of communicating a message</i></li> </ul> <p>Learners should be able to share and discuss the main purpose, explain at least four underlying issues and decide what they need to do in order to complete a given task. They should be able to evidence how they have contributed to this.</p> |
| <b>Part 2 - Generate</b>  |  |   |
| <p><b>CP3.2</b><br/>Understand a range of</p>   | <p>Evaluate a range of appropriate decision-</p>   | <p>Learners should evaluate several different ways to make decisions, as part of a team.</p> <p>Decision making techniques may include, for example:</p>  |

| Learner Outcome  | The candidate can:  | Guidance  |
|--|---|---|
| appropriate decision making techniques.  | making techniques to use in completing the task.                              | <ul style="list-style-type: none"> <li>● Compare advantages and disadvantages</li> <li>● Decision making matrix</li> <li>● Secret Ballot/Show of hands</li> <li>● Voting/majority decision</li> <li>● Deciding against set criteria (complex mind maps)</li> <li>● Group discussion/debate</li> </ul> <p>Learners should evaluate at least three of the decision making techniques. This should be done as a team, with individual contributions evidenced.</p> <p><i>Evaluate - review strengths and weaknesses and come to a valid conclusion or reasoned judgement</i></p> |
| <b>CP3.3</b><br>Be able to select, justify and use effective decision making techniques. | Select, justify and use effective decision making techniques during the task. | <p>Learners should select and justify an effective decision making technique to use in this task.</p> <p><i>For example: They may select a combination of group discussion and then a secret ballot, so that all team members have a chance to put forward an opinion, but everyone has the opportunity to cast one final vote.</i></p> <p><i>Effective = successful in producing a desired result</i></p>  |
| <b>CI3.1</b><br>Be able to generate and share creative ideas relevant to a task.         | Individually identify creative ideas relevant to the task.                    | <p>Learners should be able to generate creative ideas and solutions relevant to a given task. At this level there will often be more than one aspect of a task that requires creative idea generation.</p> <p><i>For example – they may need to generate ideas about which charity to support as well as ways to support that charity.</i></p> <p>Learners could record their ideas and developments in a variety of ways such as</p> <ul style="list-style-type: none"> <li>● complex mind maps</li> </ul>   |

| Learner Outcome  | The candidate can:  | Guidance   |
|--|---|--|
|  |   | <ul style="list-style-type: none"> <li> narratives</li> <li> storyboards</li> </ul> <p>Individual contributions should always be clearly evidenced.</p>  |
| <b>Part 3 - Refine</b>   |   |  |
| CI3.1<br>Be able to generate and share creative ideas relevant to a task.        | Share a range of creative ideas with others during the task.  | Learners should bring together ideas from all team members.<br>Each member should share at one idea about a given aspect of the task.  |
| CP3.3<br>Be able to select, justify and use effective decision making techniques | Select, justify and use effective decision making techniques during the task.   | The learners should demonstrate using the chosen decision making technique in order to agree on a specified aspect of the task.<br><i>For example – They may need to agree on a charity to support and its target audience</i>   |
| CI3.2<br>Be able to choose, justify and develop an appropriate idea.             | Evaluate the suitability of a range of ideas.<br><br>Choose an appropriate idea giving reasons.<br><br>Justify reasons considering possible | The learners should be able to generate further ideas. <i>For example – to decide how to encourage the target audience to support the charity</i><br>They should choose one appropriate idea and give reasons for this.<br>In a team, the learners should evaluate the suitability of their idea.<br><i>Evaluate - review strengths and weaknesses and come to a valid conclusion or reasoned judgement</i><br>Learners should explain possible uncertainties and risks. |

| Learner Outcome                               | The candidate can:   | Guidance  |
|---|--|---|
|   | uncertainties and risks.<br><br>Develop the chosen idea.   | <i>Uncertainties – what unknown information may affect the decision to progress with an idea?</i><br><br><i>Risks – the probability that something may happen and how much that will affect the decision to progress with an idea.</i>  |
| <b>Part 4 - Planning</b>                      |  |   |
| PO3.1<br>Be able to plan and organise a task. | Explain the main purpose of the task.<br><br>Construct a detailed plan for the task which includes SMART targets.<br><br>Identify appropriate resources required.<br><br>Undertake a risk assessment.<br><br>Describe relevant contingencies for the actions within the plan.<br><br>Identify arrangements for | In a team, learners should be able to create a detailed and organised plan for a given task. This should include: <ul style="list-style-type: none"> <li>● SMART targets – all targets in a plan should be specific, measureable, achievable, realistic and time-bound. Targets should be ambitious and challenging.</li> <li>● a description of the activities – these activities should be for all team members to work on individually or in pairs/groups. They should help the team to achieve the set targets.</li> <li>● appropriate resources – these should relate to the activities and may include physical and human resources. Learners should be able to judge the suitability of the resources in terms of availability, cost and relevance.</li> <li>● risk assessment – any hazards should be identified, who it may affect and suggestions to mitigate against them.</li> <li>● relevant contingencies – these should be identified with suggestions of how to adapt the original plan</li> <li>● arrangements to monitor review the plan – this could be an additional column in the action plan, or evidenced in any other suitable format. The</li> </ul> |



| Learner Outcome  | The candidate can:  | Guidance  |
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|  | monitoring and reviewing the plan.  | <p>team should plan regular reviews during a given task and identify who is responsible for this.</p> <ul style="list-style-type: none"> <li>the presentation of the outcome to the target audience – the team should plan how they wish to present their work so it is collated in a logical format.</li> </ul>  |
| <p><b>PO3.2</b><br/>Explain, justify and agree roles and responsibilities.</p> | <p>Explain and justify the appropriate roles needed for the task.</p> <p>Negotiate and agree the assignment of appropriate roles and responsibilities for the task.</p> | <p>Learners should be able to explain and justify the appropriate roles and responsibilities needed to address a task, as part of a team.</p> <p>Role – this is the position that someone has within a team. <i>For example: finance, timekeeper, resource manager</i></p> <p>Responsibility – these are the specific tasks or duties that someone performs as a function of their role. <i>For example: ensuring that the costings are completed, ensuring that the team members are aware of the time remaining.</i></p> <p>Learners should be able to define the skills required for each role and responsibility identified and described for a given task. <i>For example – the finance manager should have strong numerical skills, be able to use a spreadsheet to record financial data.</i></p> <p>Within a team, learners should negotiate and agree appropriate roles and responsibilities for all team members.</p> <p><i>Negotiate – this will require the learners to discuss why each particular team member is appropriate. This must be evidenced for the controlled task.</i></p> |
| <p><b>P3.1</b><br/>Be able to apply</p>  | Apply appropriate personal and team-  | Learners should define all the roles and responsibilities need to complete to complete a given task.  |

| Learner Outcome  | The candidate can:   | Guidance  |
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| personal and team working skills effectively during a task.            | working skills effectively during the task.                            | <p>Learners should explain their own personal skills, strengths and attitudes. They can do this by completing a skills audit, as well as considering any prior experience.</p> <p>Skills – these are things that have been learnt through practice. <i>For example: presentation skills, writing, numeracy</i></p> <p>Strengths – these are things that a learner is naturally good at, or has a natural disposition towards. <i>For example: courage, ability to learn languages easily</i></p> <p>Attitudes – these are feelings and opinions. <i>For example: a learner may have a positive attitude and demonstrate this by approaching the task with dedication and an open mind.</i></p> <p>As part of a team, learners should be able to allocate appropriate roles and responsibilities, taking into account the personal strengths, skills and attitudes of all members.</p> |
| <b>Part 5 – Carry out the Plan</b>                                     |  |   |
| P3.2<br>Be able to complete a task and evidence how this was achieved. | Follow a plan to complete the task and make changes where appropriate. | <p>Learners should follow the plan to carry out the responsibilities of their assigned role by applying effective personal and team working skills where appropriate to a task. They should be able to make changes to the plan where necessary, and give reasons for the change.</p> <p>Learners should show that they can use effective personal and team working skills such as:</p>   |
| P3.1<br>Be able to apply personal and                                  | Apply appropriate personal and team                                    | <ul style="list-style-type: none"> <li> <span style="color: #800080;">◆</span> respect – (e.g. <i>by encouraging other team members, showing gratitude, completing own responsibilities</i>) </li> </ul>  |

| Learner Outcome                                 | The candidate can:   | Guidance  |
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| team working skills effectively during a task.  | working skills effectively during the task.                                  | <ul style="list-style-type: none"> <li>• valuing diversity – (e.g. by valuing the different skills, strengths and opinions that other team members have)</li> <li>• emotional intelligence – (e.g. by being aware of others’ emotions and showing empathy)</li> <li>• time management – (by setting realistic time-bound targets and monitoring activities against this)</li> <li>• accountability – (by being responsible for own tasks and clearly recording evidence and information for other team members to access)</li> <li>• assertiveness – (by expressing opinions and ideas confidently, whilst listening to others and not dominating any aspect of a given task)</li> </ul> <p>Other personal and team working skills may be exhibited by the learners, the above is not an exhaustive list.</p> <p>Learners can evidence their personal and team working skills in a variety of ways such as:</p> <ul style="list-style-type: none"> <li>• review section of action plan</li> <li>• writing a short blog</li> <li>• sound recording</li> <li>• video</li> </ul> <p>NB This is not an exhaustive list.</p> |
| <b>Part 6 – Present</b>                         |  |   |
| P3.2<br>Be able to complete a task and evidence | Logically record and organise information and evidence relating to the task. | The learners should be able to present their work in a logical and organised way, as a team.  |

| Learner Outcome  | The candidate can:   | Guidance   |
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| how this was achieved.   |  | <p>They may not be able to produce a final product during the Controlled Task (although on some occasions they may do this), but all the design, preparation and drafts should be presented.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>creating a storyboard</i></li> <li>● <i>producing a presentation</i></li> <li>● <i>producing a video</i></li> <li>● <i>using a logical and clear folder structure within a storage area</i></li> </ul> <p>Learners should be able to evidence their own contribution to a task.</p>  |
| <b>Structured Discussion</b>   |  |  |
| <p><b>CP3.4</b><br/>Understand and evaluate critical thinking and problem solving skills used during a task.</p> | <p>Reflect on and evaluate the information gathered, the decisions made and the outcome of the task.</p> <p>Evaluate strengths and weaknesses of the decisions made during the task.</p> | <p><b>General Guidance:</b><br/>The Structured Discussion must be completed in addition to the Controlled Task. The format of the Structured Discussion is either one-to-one or in a small group with the assessor; it is not designed to be a question and answer session. Learners are expected to demonstrate the resilience necessary to complete the Structured Discussion in one sitting.</p> <p><b>Level 3 Guidance:</b><br/>At this level learners should be able to reflect on and evaluate the skills (critical thinking and problem solving; planning and organisation; creativity and innovation; personal effectiveness) they have used during a task. They can reflect by looking back and thinking about how and why they used these skills. They can evaluate by considering what they did well and what could have been improved, and then reach a conclusion about how successful their performance in a given task was.</p> |
| <p><b>PO3.3</b><br/>Understand and evaluate the planning and organisation</p>                                    | <p>Reflect on and evaluate the planning and organisation skills used during the task.</p> <p>Evaluate strengths and</p>  |  |

| Learner Outcome  | The candidate can:   | Guidance  |
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| skills used during a task.   | weaknesses of the planning and organisation skills used during the task.   | <p><b>Critical Thinking and Problem Solving</b><br/>Learners should reflect on and evaluate how and why they gathered information, how they made decisions and the final outcome of a task. They should also evaluate the strengths and weaknesses of the decisions made during the task.</p>   |
| CI3.3<br>Understand and evaluate the creative processes used during a task.              | <p>Evaluate the creative processes used during the task.</p> <p>Critically reflect on what went well and suggest improvements.</p>   | <p><b>Planning and organisation</b><br/>Learners should reflect on and evaluate the planning skills they used, such as setting targets; explaining and justifying appropriate roles and responsibilities; negotiating, agreeing and assigning appropriate roles and responsibilities. They should be able to say how, why and when they used planning and organisation skills within a task. Learners should also be able to evaluate strengths and weaknesses in their planning and organisation skills.</p>   |
| P3.3<br>Understand and evaluate the personal and team working skills used during a task. | <p>Review the personal and team working skills used during the task.</p> <p>Evaluate own contribution to the task.</p> <p>Evaluate own contribution to the overall team performance.</p> | <p><b>Creativity and Innovation</b><br/>Learners should be able to evaluate the ideas they generated and how they developed these during a task. They should be able to critically reflect on what went well and suggest improvements.</p> <p><i>Critically reflect = step back and examine in detail</i></p> <p><b>Personal Effectiveness</b><br/>Learners should be able to review personal and team working skills used during a task. These could include respect, valuing diversity, emotional intelligence, time management, accountability and assertiveness.</p> <p>Learners should evaluate how well they contributed to a given task, as well as how well they contributed to the overall team performance. <i>For example: a learner may conclude that they were able to meet all individual targets, however they did not collaborate well enough within the team when asked to assist, therefore some of the overall targets were not met.</i></p> |

