

## Planning for Progress in English Skills

<b>Component Title:</b>	<b>Planning for Progress in English Skills</b>
<b>Component Level:</b>	<b>Entry 1</b>
<b>Component Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Ofqual Reference Number:</b>	<b>L/618/0290</b>

This component has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know own strengths and areas for development in English skills.	1.1. Indicate an area of strength in English skills.  1.2. Indicate an area to develop in English skills.
2. Know how to set targets to develop skills in English.	2.1. Indicate one personal target to enable progress in English skills.  2.2. Indicate a way to achieve that target.  2.3. Indicate when the target will be achieved.

### Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in English with another person, discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on. In addition, they should be able to suggest how to achieve the target and a likely timescale for achievement. It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

### Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

### **Examples of evidence**

To demonstrate competence, learners might undertake any of the following in an appropriate context in which they are actively involved in the target setting and review process:

- complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to an assessor about how they felt they did (this feedback could be verbal)
- complete an internal, centre set assessment, such as part of a practice functional skills Entry 1 paper
- take part in an action planning discussion with a member of centre staff in which the member of staff records the outcomes on an individual learning plan
- use a written or pictorial method of recording targets such as an action planning booklet, logbook, timeline etc.

### **Evidence requirements**

Competence should be demonstrated on one occasion for each learning outcome.

Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.