

Planning for Progress in English Skills

Component Title:	Planning for Progress in English Skills
Component Level:	Entry 2
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	A/618/0298

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know own strengths and areas for development in English skills.	1.1 Indicate strengths in English skills. 1.2 Identify areas to develop in English skills.
2. Know how to set targets to develop skills in English	2.1 Indicate one priority area for development for progress in English skills. 2.2 Indicate steps to achieve that target. 2.3 State when the target will be achieved. 2.4 Indicate how s/he will know the target is 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 2 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

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

- learners may 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)
- learners may complete an internal, centre set assessment such as part of a functional skills Entry 2 paper to identify areas to develop
- Learners will take part in an action planning discussion with a member of centre staff, the outcome of which the member of staff will record on an individual learning plan
- learners may use a written method of recording targets, such as an action planning booklet, logbook or timeline.

Evidence requirements

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

NB. 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.