

# English Language Provision for New Arrivals from Hong Kong

**Part 1: A Guide for Local Authorities**

**January 2022**



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# Introduction

Commissioned by the South East Strategic Partnership for Migration (SESPM), this resource aims to support access to English language learning opportunities for recent arrivals from Hong Kong. It has been developed by Learning and Work Institute (L&W), an independent policy and research organisation. L&W is commissioned by SESPM to act as [regional ESOL co-ordinator](#) in the South East.

It is based on desk research including recent policy documents and research reports relating to people from Hong Kong, ESOL publications and ESOL funding policy and guidance. L&W is grateful for additional input from Kent County Council.

The resource includes an overview of the 'most typical' ESOL learning needs for people from Hong Kong based on evidence from our own previous interviews and reports from Hong Kong civil society organisations in Britain. This is to support decision makers to provide appropriate courses and programmes of study whilst avoiding stereotypes and considering diversity of learning needs.

The resource is in two parts:

**Part 1** aims to provide local authorities in the South East with information about various ESOL entitlements of people from Hong Kong with different UK visas / immigration status. **This is Part 1 of the resource.**

**Part 2** aims to support recent arrivals from Hong Kong in gaining an understanding of different opportunities to learn English and how to access different provision. It signposts online resources as well as face to face courses.

# Quick Start: Frequently Asked Questions

1. Which Hong Kong new arrivals are eligible for funded English for Speakers of Other Languages provision? **See Section 2, page 13 for a summary.**
2. What are the likely learning needs of new arrivals from Hong Kong in the local area, and what kinds of English language provision will be most relevant? **See Section 4 – page 22.**
3. How can Local Authorities work with the ESOL funding for Hong Kong BN(O)s via [DLUHC ESOL and destitution funding](#)? **See Top Tips, pages 7 - 8.**
4. What are the key considerations for ESOL providers enrolling learners for provision funded via the DLUHC ESOL funding? **See page 10.**
5. What are the different types of English language provision and what do abbreviations and acronyms like ESOL, IELTS, EFL, AEB etc mean? **See page 27 and Section 5 – Glossary.**

# Top Tips for Local Authorities: Planning

Local Authorities in the South East working to support Hong Kong new arrivals have identified a number of helpful approaches to planning ESOL.

- 1. Understand the eligibility of Hong Kong new arrivals for different ESOL programmes.** Under the DLUHC Hong Kong Welcome Programme, funding of £800 per learner is available to support ESOL needs. This is separate to the Adult Education Budget funding used by most ESOL providers. Eligibility criteria for each programme are different. Not all Hong Kong arrivals are eligible for DLUHC ESOL funding. **See pages 15 - 16 for a summary.**
- 2. Consider options for Hong Kong arrivals not eligible for funding.** Provision may be available in the voluntary sector, for example. **See page 27 in this guide, and Part 2 page 13.**
- 3. Understand the likely profile of learning needs in your local area.** This can be informed by proactively engaging with the Hong Kong community in your area and advertising English language learning opportunities. The South East Strategic Partnership for Migration may be able to help you make links. You may need to work with local providers to establish different kinds of delivery which meet the needs of learners e.g. IELTS provision. **See Section 4, page 23.**
- 4. Use the full flexibility of the DLHC ESOL funding.** The £800 ESOL funding must be used to provide English language training, but it can informal as well as formal provision, and can contribute towards childcare and IT costs where these are a barrier to accessing training (for example, to enrol on an online English course).

# Top Tips for Local Authorities: Funding

Local Authorities in the South East working with [DLUHC ESOL funding](#) to support Hong Kong new arrivals have identified a number of helpful approaches:

- 5. Check to see if your Local Authority is already registered on the DLUHC DELTA portal.** Colleagues already trained and familiar with its use may be able to support funding claims. If you are not registered, support is available via [HongKong@communities.gov.uk](mailto:HongKong@communities.gov.uk)
- 6. Establish a single point of co-ordination and responsibility internally to claim back ESOL and destitution funding.** Support with ESOL and housing needs must be claimed at the same time, so this is likely to need the involvement of housing, adult education and finance teams to co-ordinate with the Section 151 Officer. It's a good idea to check if individuals have received support with ESOL and/or in relation to destitution.
- 7. Identify which courses you would like to offer within the £800 funding per learner.** One local authority decided to use the unweighted Adult Education Budget funding rates to help identify appropriate funding allocations for different courses. Note that 'pooling' funding is not permitted, so if the full £800 is not claimed, the remainder cannot be reallocated to cover the costs of another learner.

# Top Tips for Local Authorities: Funding (cont.)

- 5. Make sure you understand the claim periods (included in the 'Annex A' claims form).** Dates are usually a few days after the end of each quarter. For ESOL, claims are made after a learner finishes their course. For those who are due to finish after the March 2022 financial year the local authority should highlight on the Q4 DELTA return the cost of courses they have already paid or intend to pay for that will not finish until the next financial year. DLUHC will then use that information to make provision from the 2021/22 budget so that local authorities will be able to claim for the full costs when the courses finish.
- 6. Ensure you have the right information needed to support claims.** This is set out in the 'Annex A' claims form. You'll need a record of how much the course cost and it's a good idea to keep a record of eligibility checks. This need not be a copy of personal documentation (which might be against your data protection and privacy policies) but could be a record of who checked the status. Some Authorities also collect other records of learning – see below. The demographic data required is often most easily collected at the point of enrolment on an ESOL course.
- 7. Ensure ESOL providers retain the correct information.** Local Authority and Further Education ESOL providers will usually retain registers of attendance, certificates of completion or achievement (where appropriate) and a record of the Individual Learning Plan, as these are required under mainstream Adult Education Budget funding. If you are commissioning new providers e.g. from the private or voluntary sector to deliver additional provision, ensure that they are informed about the information they need to record.

# Section 1: Overview of HKBN(O) Visa

# What is HKBN(O) status/visa?

- Most new arrivals from Hong Kong are likely to have a HKBN(O) visa.
- Other immigration routes such as the student visa or asylum routes, are used by a smaller number of people from Hong Kong (see Section 3).
- The HKBN(O) visa was introduced in January 2021 so that Hong Kong British National (Overseas) (BN(O)) status holders and their eligible family members can come to the UK to live, study and work.
- Prospective applicants for the Hong Kong BN(O) route already in the UK on another route, for example the Skilled Worker route, can apply to switch visas from within the UK.

# HKBN(O) visa rights and eligibilities

- Right to work, rent or buy a home and access NHS
- [No recourse to public funds](#) (NRPF) - meaning arrivals cannot claim welfare benefit or homelessness and housing assistance, but they can apply to remove the condition preventing access to public funds, should they be at risk of destitution.
- Not eligible to access [student finance](#) to cover university costs, which are subject to [international fees](#) not home fees.
- Eligible for 15 hours per week of [free childcare](#) for 3 and 4 years old only
- Children and young people aged 5 to 18 are entitled to free state education
- After 5 years in the UK, they will be able to apply for settlement, followed by British citizenship after a further 12 months.

# What does the HKBN(O) visa look like?

There are two main types of documentation that prove someone has a BNO visa, depending on the application process:

- a biometric residence permit or card or
- a digital status (same as EU nationals)

An image of an example of the two sides of a biometric residence permit for Hong Kong can be viewed on the [Migration Yorkshire](#) website.

Information on checking documents to prove eligibility is on page 30 in the [ESFA funded adult education budget \(AEB\): funding and performance management rules 2020 to 2021](#).

To facilitate the checking of eligibility and immigration status, local authorities recommend that ESOL providers could:

- Establish a single point of contact (e.g. an email address or named individual) for eligibility queries
- Use video calls or conferencing if checking in person is not practical, or learners may have a 'share code' which can be checked online at <https://www.gov.uk/check-immigration-status>
- Providers do not need to retain copies of learners' personal documents, just a record that eligibility has been demonstrated.

# HKBN(O) visa and ESOL

There is no English language entry requirement for the HKBN(O) visa. The current rules are that after residing in the UK for five years, applicants applying for indefinite leave to remain will have to show English language ability to level B1, as specified in [Appendix English Language](#) found in the Immigration Rules.

Visa holders and their dependants are:

- **Not eligible** to access ESOL provision funded through [Adult Education Budget](#) until the 3 years' residency requirement is met
- Eligible for [Hong Kong Welcome Programme - ESOL Funding](#)

# Further Education and training for HKBN(O) visa holders

[Welcome: a guide for Hong Kong British National \(Overseas\) visa holders in the UK](#) states that: 'You will be eligible to access further education and training including English language courses funded through the Adult Education Budget (AEB) if you are aged over 19 and meet the published residency eligibility criteria including the 3 years ordinary residency requirement. [The AEB funding rules](#) set out the general eligibility and residency criteria.

Education and training will either be fully funded or co-funded (approximate 50% Government contribution) depending upon your age, prior attainment, and circumstances. For more information, please contact your [local authority](#) or visit the [website: Improve your English, Maths and IT skills](#)

Privately run English language courses if you are wishing to pay a fee can be accessed via the British Council - [Learn English | British Council](#).

Information on proving your English language abilities with a secure English Language Test can be found at: <https://www.gov.uk/guidance/prove-your-english-language-abilities-with-a-secure-english-language-test-self>

The [DLUHC](#) is providing [Hong Kong Welcome Programme - ESOL funding](#) to support those who have a BN(O) visa and their dependants to access to English language classes. (Administered by local authorities - councils). This funding cannot be claimed by or paid to individuals. It is for provision of the service.

- Funding to improve command of English
- Covers formal and informal classes and activities
- Also covers help with childcare/transport and digital support, as required
- For over 19s only
- Up to £800 per individual

# Section 2: Overview of ESOL Eligibility for Hong Kong New Arrivals

# Who is eligible or entitled to funded English language learning provision?

Migrants arriving on different entry visa routes are generally not restricted from accessing education and learning as part of their visa conditions. Any restrictions are mainly related to accessing certain adult education funding and finance (free or subsidised education). How much they need to pay (who is eligible to access funding) is determined by the funding criteria set by government. These can be related to:

- Age
- Qualification level / type – this could be the potential learner’s existing qualification or the one that they wish to study for.
- Immigration Status – Visa
- Residence requirements (place and time)
- Employment status
- Income
- Welfare benefits status

# HKBN(O) Visa Eligibility Table

Info	You/ your visa	AEB ESOL funding- main government funding for ESOL	HKBN(O) Welcome Programme English language support	Non-government funded community initiatives that exist locally	EFL - English as a Foreign Language	Higher Education Fee status and Student Finance
		<p>Criteria for funding</p> <ul style="list-style-type: none"> <li>- learner must be aged 19 or older*.</li> <li>- the learner must have an English postcode (not in a devolved area)</li> <li>- the learner must have been a resident in the UK for the past 3 years unless exempt.</li> <li>- Income/benefits criteria: if eligible to be fully funded, learners can access courses FREE of charge.</li> </ul> <p>If eligible to be co-funded, approx. 50% of the course fees are funded through AEB.</p>	<p>The Government HKBN(O) Integration Programme by the DLUHC for local authorities in England to enable targeted support for new arrivals including English language support</p>	<p>This provision is generally free to learners. Some classes may be aimed at specific learners such as women or people who live in a particular area.</p>	<p>This is generally privately funded</p> <p>It is generally not funded by the government.</p> <p>Learners pay the fees to the provider.</p> <p>The fees are set by the provider.</p> <p>Some courses are aimed at people with particular professions or specific English language qualifications.</p>	<p>Higher education courses can be delivered in Further Education colleges or universities</p>
1	Hong Kong British National (Overseas) Visa	No	YES - Adult visa holders and their adult dependants	Yes - check with the provider	Yes	<p>Not eligible for home fee/not eligible for student finance.</p> <p>Once granted settlement, a student potentially becomes eligible for home fee status and student finance.</p>
2	Asylum seekers	<p>Yes - co-funded if they:</p> <ul style="list-style-type: none"> <li>• have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or</li> <li>• are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014</li> </ul> <p>If and how much an asylum seeker may be charged will differ from organisation to organisation.</p>	No	Yes - check with the provider	Yes	<p>Not eligible for home fee/not eligible for student finance.</p> <p>Once granted status, the eligibility will depend on the status. If granted refugee status, eligible.</p>
2.2	Individual who is recognised as a refugee	Yes	No	Yes - check with the provider	Yes	<p>Eligible for home fee/ eligible for student finance. See above regarding University of Sanctuary.</p>

	You/ your visa	AEB ESOL funding- main government funding for ESOL	HKBN(O) Welcome Programme English language support	Non-government funded community initiatives that exist locally	EFL - English as a Foreign Language	Higher Education Fee status and Student Finance
2.1	Individual who has been refused asylum	Yes, co-funded if they: <ul style="list-style-type: none"> <li>• have appealed against a decision made by the UK government against granting refugee status and no decision has been made within 6 months of lodging the appeal, or</li> <li>• they are granted support for themselves under section 4 of the Immigration and Asylum Act 1999, or</li> <li>• are receiving local authority support for themselves under section 23C or section 23CA of the Children Act 1989</li> </ul> If and how much an asylum seeker may be charged will differ from organisation to organisation.	No	Yes - check with the provider	Yes	Eligible for home fee/ eligible for student finance. See above regarding University of Sanctuary.
3	LOTR - Leave Outside the Immigration Rules	No	No	Yes - check with the provider	Yes	Not eligible for home fee/not eligible for student finance.
4	Student visas	No (Dependants of a student visa holder: If age 19 +, have to meet 3 years residence and meet income/benefits criteria.)	No	Yes - check with the provider	Yes	Not eligible for home fee/not eligible for student finance.
5	Skilled Workers Visas	No	No	Yes - check with the provider	Yes	Not eligible for home fee/not eligible for student finance.
6	Youth Mobility Scheme Visa	No	No	Yes - check with the provider	Yes	Not eligible for home fee/not eligible for student finance.

\* All learners aged 16-18 are fundable (unless on student visa).

# Section 3: ESOL Eligibility for Non-HKBN(O) Arrival Routes

# Hong Kong Asylum Seekers

People for whom the HKBN(O) visa scheme may not be (have been) obtainable such as for young people born since 1 July 1997, may arrive in the UK through other routes and may apply for asylum.

An asylum seeker is someone who has arrived in the UK and asked for asylum. The Home Office assesses the application. If the individual would otherwise be destitute, they are eligible for accommodation provided by Home Office in local authority areas participating in asylum dispersal; a weekly asylum support payment; and access to free health services. A person seeking asylum does not have the same rights as a refugee or a British citizen would. For example, people seeking asylum are not generally allowed to work.

Asylum seekers are eligible to access ESOL provision funded through [Adult Education Budget](#) if they:

- have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
- are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014
- People who meet these criteria would be eligible co-funding (approximate 50% government contribution). In most cases people seeking asylum would not be able to afford the fees. Some learning providers may wave the fees or charge a very small amount.
- Not eligible for Hong Kong Welcome Programme - ESOL funding

## **An individual who has been refused asylum is:**

Eligible to access ESOL provision funded through [Adult Education Budget](#) if they:

- have appealed against a decision made by the UK government against granting refugee status and no decision has been made within 6 months of lodging the appeal, or
- they are granted support for themselves under section 4 of the Immigration and Asylum Act 1999, or are receiving local authority support for themselves under section 23C or section 23CA of the Children Act 1989
- Not eligible for Hong Kong Welcome Programme - ESOL funding.

# Individuals granted 'Leave Outside the Rules' (LOTR)

The UK government temporarily allowed Hong Kong BN(O) status holders and certain family members to enter the UK and seek Leave Outside the Rules LOTR in order to apply for a BN(O) visa in country. LOTR enables them to live, work and study but no recourse to public funds.

LOTR is given as a stamp in the passport and it is valid while the BNO visa application is being processed as long as the application had been made before LOTR expired. An image of an example LOTR stamp on a passport page can be viewed on the [Migration Yorkshire](#) website.

- Not eligible to access ESOL provision funded through [Adult Education Budget](#) until 3 years residency requirement is met
- Not eligible for Hong Kong Welcome Programme - ESOL funding

# Point-based system (PBS)

Points-based system PBS [visas](#) are for people who wish to come to the UK as visitors, to study, work or join their family.

Overall, the following applies:

- Not eligible to access classes funded through [Adult Education Budget](#) until 3 years residency requirement is met
- Not eligible for Hong Kong Welcome Programme - ESOL funding

# International Students

People who wish to study in the UK need to apply for a [student visa](#). The Student Route falls under the UK's points-based immigration system. It has replaced the previous Tier 4 visa.

- To apply for student visa, individuals:
- need to have enough money to support themselves and pay for their course may be able to work up to 20 hours a week during term time
- must prove their knowledge of the English language when applying for a visa.

international student visa can be short term - for people who wish to study English in the UK for more than six months but less than 11 months.

- Not eligible to access free ESOL provision funded through [Adult Education Budget](#) until 3 years residency requirement is met
- Not eligible for Hong Kong Welcome Programme - ESOL funding

# Skilled workers

These visas are part of the UK's points-based immigration system.

The Skilled Worker visa, or a Health and Care Worker visa is for people who wish to come to work in the UK for longer periods.

The Skilled Worker visa has replaced the Tier 2 (General) work visa.

The [Health and Care Worker visa](#) is for medical professionals to work in an eligible job with the NHS, an NHS supplier or in adult social care.

It is a visa requirement for people to prove they can read, write, speak and understand English to at least level B1 on the Common European Framework of Reference for Languages (CEFR) scale. Find out about the different rules for the different types of visas [here](#).

- Not eligible to access classes funded through [Adult Education Budget](#) until 3 years residency requirement is met.
- Not eligible for Hong Kong Welcome Programme - ESOL funding.

# Youth Mobility Scheme

The Youth Mobility Scheme Visa offers 1,000 places for applicants from Hong Kong each year. It is available for Hong Kongers aged 18–30.

The Youth Mobility Scheme visa makes it possible for young people to live, work, or study in the United Kingdom for up to 2 years. It has replaced the Tier 5 visa.

- Not eligible to access classes funded through [Adult Education Budget](#) until 3 years residency requirement is met
- Not eligible for Hong Kong Welcome Programme - ESOL funding

# Section 4: ESOL Learning Needs of Arrivals from Hong Kong

# Background and aspirations

[Hongkongers in Britain](#) research into [work and employment for recently arrived Hongkongers](#) in the UK published in October 2021 found that early arrivals under the HKBN(O) Visa scheme are, in general:

- Well educated with overall high educational qualifications from Hong Kong education system - 69.2% respondents to the HKB survey hold university degree and above
- Highly experienced in the labour market: 66.8% have 11+ years of working experience across diverse carrier and a range of sectors (top three sectors are Finance and Insurance; Information and communication, and, Education)
- Highly motivated to work in the UK and open to different career opportunities in the UK
- Highly motivated to learn English to integrate in their local communities (such as communication with children's schools, social life, dealing with emergencies) and to progress their career
- Interested in British culture and customs.

# ESOL learning needs of arrivals from Hong Kong

Like other ESOL learners, learners from Hong Kong are diverse. Generally, it is unlikely that many new arrivals will be below Entry Level 3. Many are likely to be able to get by in everyday communications, particularly as confidence and familiarity increase.

Fewer new arrivals are likely to be total beginners, and even beginners will have some English language awareness as much English is present in Hong Kong daily life (e.g. adverts or TV).

Nevertheless, research with the Hong Kong community suggests there are several challenges faced by Hong Kong new arrivals in learning English:

- Listening skills – for example, people may struggle to follow or comprehend conversation that is delivered at normal pace
- Nuances and adjusting to cultural context – understanding idioms, neologisms, popular phrases
- Understanding different accents
- Speaking and having confidence to speak
- Pronunciation

# Language and orientation support

Learners might benefit from specific orientation support to improve their English:

- Cultural orientation around everyday language use in the UK e.g. colloquialisms, levels of formality expected, regional or local dialects and accent.
- Everyday English in the workplace e.g. conventions around appropriate communications in (different) workplace settings.
- Access to high quality, impartial IAG to support short and long term career planning, and the English language provision required to support these plans.

# Challenges with finding employment and work

[Hongkongers in Britain](#) research into [work and employment for recently arrived Hongkongers](#) in the UK published in October 2021 found that:

- English language issues and overlapping cultural barriers are impacting on job search/finding work and working in the UK.
- The language barrier was the most mentioned obstacle for employment – this was highly ranked concern before moving to the UK and the most ranked obstacle for the actual experience.
- Lack of language confidence is probably due to an emphasis on reading and writing English in Hong Kong education, insufficient opportunities to practise speaking and listening to British- style English and a general lack of confidence in practical use of language.
- Respondents are motivated to learn and would welcome support with overcoming language barrier - employment-targeted English language support/training was identified as the third most important type of support.
- Respondents who have identified language as a barrier to employment have also reported lower sense of financial security
- Cultural adaptation in workplace is a challenge to many Hongkongers - '53.9% find the workplace culture in the UK different to that in Hong Kong' (Hongkongers in Britain, 2021 Challenges of Integrating a High Potential Workforce: [HKB Survey Report on Work and Employment](#). p.11)

# Types of English Language Learning

Routes to learning English might vary for different types of learners:

- Some learners may need an '**English as a Foreign Language (EFL)** route' towards EAP either via private language schools, via FE colleges, through local adult education and other local training providers. Some will need to achieve **IELTS** at higher levels (or another recognised exam) in order to transfer their professional standing/skills/qualifications. These courses are common in private sector provision, and some FE colleges.
- Some, especially beginners, will need an '**English for Speakers of Other Languages (ESOL)** route'. Specific language needs for settling into daily life will be very similar to other new arrivals, requiring approaches and content more common in ESOL. These courses are commonly found in FE colleges, local authority Adult Community Education services and the voluntary sector.
- **Informal English language provision** and **conversation clubs**, often run in community settings, are widely available in the voluntary sector. These can be helpful for learners who wish to build confidence in English, or who are unable to attend formal provision.
- Language support and/or pre-sessional **English for Academic Purposes (EAP)** may be needed in universities for some students. This may include EFL qualifications and/or IELTS.
- Digital skills among new arrivals are likely to be good already and many will have devices, so **online learning** and/or **self-directed learning** may be options.
- For under 18 year olds, **English as an Additional Language (EAL)** support will probably be needed in schools. ESOL provision for 16 – 19 year olds is also available in FE colleges.

Further details of ESOL providers can be found in the [South East ESOL Map](#).

# ESOL vs Functional Skills and GCSE English

ESOL is specifically designed for people who have English as a second and/or additional language and who are learning English to live, study and work in the UK. Depending on their circumstances and learning needs, ESOL learners can access other English learning that will help them to develop skills and to obtain qualifications.

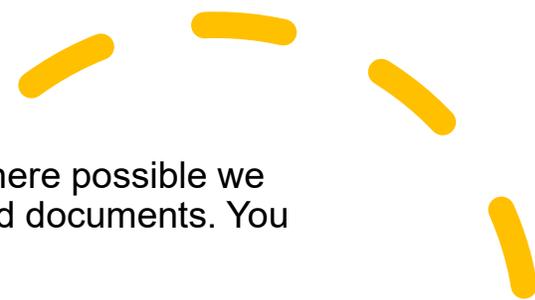
- **Functional Skills English (FSE)** qualifications are designed for learners whose first language is English who wish to improve their skills and obtain a qualification to support them into other learning and employment. For example, adults who did not yet achieve GCSE Grade 4 or a C may wish to join Functional Skills courses. Functional Skills courses are fully funded through the AEB. Normal AEB eligibility criteria apply, including the residency criteria.
- Learning providers sometimes offer FSE to ESOL learners for a number of reasons, including:
  - FSE qualifications are fully-funded, whereas ESOL qualifications are co-funded, with some learners required to pay a fee contribution.
  - Some learners and providers view Functional Skills qualifications as better recognised for progression to further study and employment
- FSE Level 2 is equivalent to GCSE grade 4 and above.
- **GCSE English** is also designed for learners whose first language is English. Learners with English as a second or additional language will need a high level of proficiency to access this qualification. **English as a Foreign Language** qualifications may be a more appropriate route for learners, depending on their intended progression route. GCSE English is generally fully-funded for adults aged 19+, subject to the AEB eligibility criteria.
- GCSEs in English (and maths) are specified as a requirement for some professions, such as teaching. Functional Skills are a good alternative to GCSE but some employers are more familiar with GCSEs.

# Learning needs: further information

Further information on key characteristics and on English language learning needs is available in:

- findings of the SESPM commissioned [LWI research](#), June 2021;
- [Hongkongers in Britain](#) research into [work and employment for recently arrived Hongkongers](#) in the UK, published in October 2021.
- Mayor of London's guidance document for London, [English Language \(ESOL\) for Resettlement](#)
- Online ESOL resources prepared by the [National Association for Teaching English and Community Languages to Adults \(NATECLA\)](#)

# Section 5: Glossary



# Glossary of English language learning terms and abbreviations

- The following glossary is not exhaustive. Where possible we have included links to further information and documents. You may also wish to look at the:
- Glossary on page 95 of the Adult education budget (AEB) funding rules 2021 to 2022 <https://www.gov.uk/guidance/adult-education-budget-aeb-funding-rules-2021-to-2022>
- Glossary on page 38 of LWI [How to Guide – Commissioning ESOL for Refugees in the South East of England. A guide for local authorities and others supporting Resettled Refugees from Syria, September 2017](#)

**ACL – Adult Community Learning** is typically delivered by local authority such as a local city or county council. Courses may take place in designated Adult Education Centres or at different venues such as libraries, children’s centres or adult and community learning centres.

**Adult Education Budget (AEB)** from the Education and Skills Funding Agency (ESFA) is provided by the government (Department for Education) to engage and provide the skills and learning adult students need to progress into, or within, work; or equip them for an apprenticeship or other learning.

**Cambridge English Qualifications** – internationally recognised qualifications gained through in-depth exams in schools, general and higher education, and business settings. More information can be accessed at <https://www.cambridgeenglish.org> . [Business qualifications](https://www.cambridgeenglish.org/qualifications/business) are designed to help professionals develop the English language skills to communicate confidently in an international workplace. To see how Cambridge English qualifications relate to CEFR use this link: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

**CEFR - The Common European Framework of Reference for Languages** is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can compare qualifications to other exams. <https://www.coe.int/en/web/common-european-framework-reference-languages>

**CELTA:** Certificate in English Language Teaching to Adults. This accreditation is comparable to a TEFL certificate.

**Children and young people access to education** - [Guidance on School admissions: applications for overseas children](#) - how local authorities and admission authorities should process applications from foreign nationals, or from another country, for a state-funded school place in England." States that "Children aged under 18 can enter the UK, as a dependant of a foreign national who has settled status in the UK, as a dependant of their parent(s) who are in the UK on a work visa or Student visa, or who are part of a family entering or residing in the UK under the immigration route for British National (Overseas) citizens and their dependants.

These dependent children are entitled to enter the country and can study at a state-funded or independent school once in the UK. <https://www.gov.uk/guidance/schools-admissions-applications-from-overseas-children>

The Education and Skills Funding Agency (ESFA) provides [funding for learners aged 16-18](#).

**DLUHC** - the Department for Levelling Up, Housing and Communities is a ministerial department for housing, communities and local government in England and the levelling up policy. Formerly the Ministry for Housing, Communities and Local Government, the DLUHC is responsible for the [Hong Kong BN\(O\) Welcome Programme](#).

**English for Academic Purposes (EAP)** is training for students to use appropriate language for study. This usually takes place in a higher education setting such as a university. The university might require the student to take an EAP course before starting a degree course, or a student might decide to take such a course if they have previously been educated in a non-English speaking country. The course might include: academic reading and writing, listening comprehension, speaking skills, language development. EAP might be offered alongside other study skills courses to prepare students for learning in a new context. Typically, a course might last for 4 full time weeks before the main course starts - but longer courses might also be offered alongside full-time study.

An example of EAP can be found at the University of Kent website, where it is referred to as ELAS - English and academic skills.  
<https://www.kent.ac.uk/international-programmes/english-and-academic-skills>

**EFL – English as a Foreign Language** courses are not generally funded by the government. These courses are typically associated with fee paying private providers. Some FE colleges and HE providers/universities offer fee paying EFL. One example of this in the SE region is Chichester College. The British Council have a list of all British Council-accredited centres in the UK and each centre's latest inspection or spot check report. EFL is typically associated with young people coming to the UK to learn English or business people within or coming to the UK. Typically, an EFL course leads to exams for international English language qualifications such as Cambridge Certificate

**ESFA - Education and Skills Funding Agency** - An agency of government within the Department for Education. This Agency funds most of the education funded by government at school and adult level. This agency is not responsible for funding higher education (universities).

**ESOL stands for English for Speakers of Other Languages.** It is used to refer to English language teaching for adults whose first language is not English. ESOL courses are for anyone whose first language is not English to develop your reading, writing, speaking and listening skills.

**ESOL Hub:** An ESOL hub is a group of ESOL providers and co-ordinators who have formally or informally agreed to work together to provide easier access to ESOL by sharing information or expertise. For example, some hubs might delegate the provision of initial assessments to just one provider which has greater resources such as a FE college or adult education centre. Providers can also share information about course availability to help to prevent long waiting lists and move learners into courses quickly. For more on ESOL hubs see [Establishing and developing ESOL local partnerships](#) guide.

**ESOL Levels** - ESOL is frequently discussed in terms of levels (which relate to both skills and the qualifications achieved).

ESOL is studied at different levels: pre-entry, Entry Level 1, Entry Level 2, Entry Level 3, Level 1, Level 2. This system differs from the CEFR, although approximate equivalencies can be made.

Pre-entry ESOL is for learners with a very low level of English proficiency, for example they may be able to answer basic questions about personal information. Pre-entry courses are likely to focus on the sounds of letters and syllables, basic grammar and essential vocabulary.

Entry Level 3 is generally regarded as the level of required proficiency for self-sufficiency. and is also the minimum level required for British citizenship. Learners often need to be at Level 1 to be able to access general college courses in different subjects. Level 2 denotes a high level of English proficiency, equating to standards of literacy and language expected of English speakers achieving GCSE grades 4 and above.

**FE - Further Education** includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree). Courses range from basic English and maths to Higher National Diplomas (HNDs). FE also includes 3 types of technical and applied qualifications for 16 to 19-year-olds.

Further education, including ESOL, can take place in:

- further education colleges (learning may take place on the college campus and/or in different community based venues)
- Adult Education Centres – learning may take place in different venues,
- Private training and education providers - as the name suggests, generally a for-profit model of provision but it may also be not-for-profit, and again may or may not be directly funded through ESFA or other government funding, including for the provision of apprenticeships. For more information, see [LWI How to Guide – Commissioning ESOL for Refugees in the South East of England. A guide for local authorities and others supporting Resettled Refugees from Syria, September 2017](#)

**Functional Skills** qualifications are practical skills in English, maths and ICT that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work. These qualifications are fully funded, subject to Adult Education Budget eligibility criteria.

**GCSE** (General Certificate of Secondary Education) study courses and examination can be taken in a wide range of subjects including English language. Generally, these exams are taken at school by young people aged around 16. To progress to Sixth Form or other Further Education a minimum number of GCSE qualifications at specified grades may be required. The grading system changed recently to 1 - 9, where 9 is the highest. Adults sometimes decide to study for and take GCSE English or Maths to enable them to progress to other learning or work-related training for example. Some jobs also require these qualifications or an equivalent.

**Home Fees** – fees for higher education study for those classed as ‘home students’. Home students are those who live in the UK and meet the criteria for settled status (if there is no immigration restriction on the length of your stay in the UK) and ordinary residence on the first day of the first academic year of the course. Ordinarily resident means that your main home is in the UK, and you are choosing to live in the UK.

For more information on university costs see: [Higher Education Fees - UKCISA Analysis](https://www.ukcisa.org.uk/uploads/files/1/england_he_who_pays_home_fees_public_version1_10.5.21.pdf): Who pays ‘home’ fees for higher education in England? A guide for students starting courses on or after 1 August 2021. The guide is also good for understanding different status relating to residence and immigration. [https://www.ukcisa.org.uk/uploads/files/1/england\\_he\\_who\\_pays\\_home\\_fees\\_public\\_version1\\_10.5.21.pdf](https://www.ukcisa.org.uk/uploads/files/1/england_he_who_pays_home_fees_public_version1_10.5.21.pdf)

**Initial assessment (IA)** - Before joining a course, learners need to undertake an initial assessment – this can be online or at a venue. ‘Initial assessment (IA) activities assess the language needs of learners before they are placed on a programme of study. Effective and holistic IA is crucial to ensure that learners are placed in classes at the appropriate level, that wider learning needs are met such as literacy training, and support with attendance is available.’ (Migration Yorkshire, 2020. ESOL for refugees: A guide for commissioners and practitioners)

**IELTS** - International English Language Testing System. Many providers have IELTS preparation classes. The fees and other criteria (e.g., age or English language level) will apply. More about IELTS and how it compares to CEFR can be found on the [British Council website](https://www.britishcouncil.org/ielts).

**JCP - Jobcentre Plus** - This is the local office (usually nearest town/city) of the Department for Work and Pensions. The Jobcentre is where you go to access jobs, career guidance and advice and also to claim welfare benefits. Much of this work now takes place online and initial contact is also now mostly online for people with access to wifi/broadband.

**NARIC** - UK NARIC is the designated UK national agency for the recognition and comparison of international qualifications and skills. [www.naric.org.uk](http://www.naric.org.uk)

**National Careers Service** provide careers information, advice and guidance to help with decisions on learning, training and work at all stages in your career. Potential learner's/advisers can also search for courses in your area on the <https://nationalcareers.service.gov.uk/find-a-course/search>

**NRPF - No recourse to public funds** Certain benefits are classed as 'public funds' for immigration purposes. People who are subject to the 'no recourse to public funds' (NRPF) condition cannot claim welfare benefit or homelessness and housing assistance. In some circumstances, they can apply to remove the condition preventing access to public funds, should they be at risk of destitution. AEB is not classed as a 'public fund'.

**Occupational English Test (OET)** - 'often chosen to test the language competency of healthcare professionals in the UK. For example, nurses and midwives from other countries who wish to register with the [Nursing and Midwifery Council](#) are required to evidence their ability to communicate effectively in English by providing an an OET or IELTS certificate at a required level.'

**PBS – Points-based immigration system** includes many different work visas and visas that are not specifically for work. The visa categories change frequently. For work-related migration routes from 2021, see <https://learningandwork.org.uk/resources/research-and-reports/migration-and-english-language-learning-after-brexit> and <https://www.gov.uk/browse/visas-immigration/work-visas>

**Private English Language Schools** (also see FE - Private training and education providers) are privately run English language training centres. The British Council have a list of all [British Council-accredited centres](#) in the UK and each centre's latest inspection or spot check report. Information about different courses, locations and fees can be found on this link: <https://www.languageinternational.co.uk/english-schools-uk>

**Residency** – Learner residency for determining and evidencing eligibility for ESFA funded AEB means the learner is required to provide evidence that they are residing in England (i.e., not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility for ESFA funded AEB.

**Residence – 3-year rule.** To be eligible for AEB funded provision, learners are also required to provide evidence that they have been a resident in the UK in the 3 years prior to joining a course. Some learners are exempt from the 3-year residency requirement rule:

- Refugee status and their husband, wife, civil partner or child
- Discretionary leave to enter or remain
- Exceptional leave to enter or remain
- Indefinite leave to enter or remain and their husband, wife, civil partner or child
- Humanitarian protection

For more on residence and residency, see the AEB funding rules set out the general eligibility and residency criteria - <https://www.gov.uk/guidance/adult-education-budget-aebfunding-rules-2021-to-2022>

**TEFL** - Teaching English as a Foreign Language Courses result in a certificate which enables the person to teach English. (See CELTA and EFL above)

**Universities of Sanctuary** - A campaign to inspire and support universities to offer opportunities to people who are sanctuary seekers, includes asylum seekers and refugees. There is a list and a link to universities who are part of the network. The opportunities offered as part of this initiative, differ from one institution to another. Some universities offer opportunities to learn English to prepare for HE studies.

<https://universities.cityofsanctuary.org/>

**VCS(E)** - Voluntary and Community Sector or Voluntary, Community and Social Enterprise (VCSE). Includes many different organisations who play an important role in supporting people in their area, such as migrant community organisations. There is a range of different English language learning opportunities within the voluntary sector. The learning is mostly at pre-entry/entry levels and tends to be non-accredited and informal. Key features may include:

- help with language skills of specific community members, or a focus on English language skills for everyday life such as visiting the doctor
- conversation classes, often run by volunteers
- Classes offered at no cost, or very low cost, to the learner.