

SEG Awards Modern Foreign Languages - Spanish

Level 3 Certificate in Practical French - 603/2220/2

About Us

At Skills and Education Group Awards we continually invest in high-quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C1952-03.

Issue	Date	Details of change
2.2	March 2020	New qualification guide
2.3	October 2021	New review date

2.4	June 2022	UCAS Points referenced in Progression Opportunities
2.5	July 2024	New review date
2.6	July 2025	Updated review date to 31/08/2028 and updated the NOS reference Removed age range Pre16 in Qualification Summary
2.7	July 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of

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

Qualification Summary

Level 3 Certificate in Practical French - 603/2220/2								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualifications are regulated by Ofqual							
Assessment	> Internal assessment > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/09/2017							
Review Date	31/08/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	140 hours							
Total Qualification Time (TQT)	180 hours							
Credit Value	18							
Skills and Education Group Awards Sector	Skills for life and work							
Regulator Sector	12.2 Other languages, literature and culture							
Support from Trade Associations	Skills CFA							

Introduction

The Skills and Education Group Awards Level 3 Certificate in Practical French has been developed to replace the previous Language qualification. This redevelopment has been led by educational organisations delivering the courses and subject experts with vast experience in the field.

This suite of Skills and Education Group Awards language qualifications provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding in the four main areas of speaking, listening, reading and writing and is linked to the Common European Framework.

These qualifications enable learners to gain crucial language skills for work or social purposes. They allow learners to expand cultural knowledge, participate in multilingual communities and improve communication skills when travelling abroad for business and/or pleasure.

Pre-requisites

There are no formal entry requirements for the Level 3 Certificate in Practical Spanish.

Learners may find it advisable to have some prior knowledge and understanding from our Skills and Education Group Awards Level 2 Award in the relevant language (Reading & Writing and/or Speaking & Listening) or an equivalent Level 2 language qualification.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 3 Certificate in Practical Spanish

Learners must achieve 18 credits from the mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 18				
Speaking in a Roman Language	F/616/0702	3	3	25
Listening in a Roman Language	J/616/0703	3	3	25
Dialogue in a Roman Language	L/616/0704	3	3	25
Reading in a Roman Language	Y/616/0706	3	3	20
Writing in a Roman Language	H/616/0708	3	3	25
Reading and Written Response in a Roman Language	K/616/0709	3	3	20

Aim

The aim of the SEG Awards Level 3 Certificate in Practical Spanish is to develop learners' proficiency and confidence in using Spanish for practical, real-life communication. The qualification enables learners to understand and use spoken and written Spanish in a variety of social, vocational, and educational contexts. At this level, learners enhance their ability to communicate fluently and accurately, interpret more complex language, and adapt their language use to different situations and audiences.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content
- > Guidance Notes – Practical Languages
- > Audio Visual Record Form
- > Declaration of Authority Form
- > External Moderation Submission Checklist for Tutors
- > Guidelines for Conducting Role Plays for the Dialogue Task
- > Internal Verification Sampling Report
- > Practical Languages Witness Statement
- > Exemplar Tasks
- > Tutor Tracking Document – Practical Languages

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The SEG Awards Level 3 Spanish Language qualifications enable learners to progress to a higher level of Spanish Languages. Alternatively, learners could progress onto the SEG Awards French, Italian, German or Japanese qualifications.

This qualification attracts UCAS points and may support learners in their application to higher education programmes.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Reasonable Adjustments

Centres should be aware that Reasonable Adjustments which may be permitted for assessment, may in some instances, limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

The following points have been taken from Ofqual's '*Specifications in relation to the reasonable adjustment of general qualifications*' (2017) to help clarify the reasonable adjustments for our modern foreign languages qualifications.

Reading:

Where an assessment seeks to test a learner's reading ability, a human reader must not be used as a reasonable adjustment.

Example:

In a modern foreign language assessment, designed to assess a student's reading skills in the language being assessed, a human reader should not be used. This is because the human reader could help the student to understand the text, even if the student could not read it themselves, for example through intonation or facial expressions. The human reader could help the student to understand the content or the mood of the text. This could prevent the awarding organisation from being able to assess the student's reading ability. In this instance, alternative reasonable adjustments such as an electronic reader could

be used instead, as this would not provide the additional meaning that a human reader might.

Writing:

Where an assessment seeks to test a learner's written communication skills, a human scribe, speech recognition system or other writing aid must not be used as a reasonable adjustment.

Knowledge and Understanding of a Language:

Where an assessment seeks to test a learner's knowledge of, skills in, or understanding of a particular language, the use of an alternative language – such as British Sign Language – must not be used as a reasonable adjustment where such use would prevent the learner demonstrating the required knowledge, skills or understanding.

Example 1

In a modern foreign language assessment, students must not give their answers in BSL, where the assessment requires the answers to be given in the foreign language being assessed. In addition, where questions or stimulus materials are written in the foreign language being assessed, these must not be translated into BSL.

Example 2

SSE may be permitted as a reasonable adjustment for a student to demonstrate their communication skills. This is because the student would still be communicating in English and not an alternative language, so the knowledge, skills and understanding being demonstrated are not being changed.

Access to Text and Other Materials:

Materials and other resources that are not normally made available to learners during an assessment must not be provided as a reasonable adjustment where that provision would compromise the ability of the awarding organisation to make judgements on the learner's knowledge, skills and understanding being assessed.

To read Ofqual's full publication, please follow the link below:
<https://www.gov.uk/government/publications/specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications>

Language

This specification and associated assessment materials are in English only.

Unit Details

Speaking in a Roman Language	
Unit Reference	F/616/0702
Level	3
Credit Value	3
Guided Learning (GL)	25 hours
Unit Summary	Learners will be able to present and exchange information orally in the target language. Learners can use a dictionary to prepare and can make use of prompts in the target language. This unit does not need to be recorded.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)
The learner will	The learner can
1. Be able to express information orally in the target language	1.1 Speak for 3–5 minutes on a topic of their choice in the target language to a minimum of two people which must include: > a wide variety of vocabulary > a minimum of 4 tenses/timeframes as appropriate to the language and context > use of common idiom > commonly used sentence structures in their positive, negative and interrogative forms > a wide range of linking language > intonation and pronunciation to express meaning clearly > numerical data
2. Be able to lead a question-and-answer session in the target language	2.1 Without use of a dictionary, respond to questions in the target language from the group to elaborate on the topic chosen above, selecting sufficient and appropriate words and phrases to indicate full comprehension of the questions asked.

	2.2	Reply in the target language to the issues arising from questions expressing opinions / agreements / disagreements where appropriate
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG2.4 - Speak/Sign using varied language in a range of work situations, Performance Criteria 1-14 Common European Framework: B2 Spoken Interaction, B2 Spoken Production		

Listening in a Roman Language

Unit Reference	J/616/0703	
Level	3	
Credit Value	3	
Guided Learning (GL)	25 hours	
Unit Summary	Learners will be able to identify key points from and summarise information from a variety of authentic sources spoken in the target language. Learners must not use a dictionary in this unit.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Be able to identify key points from a variety of spoken sources expressed in the target language	1.1	Listen to 2 items of varying speeds, lengths and levels of difficulty in the target language
	1.2	Answer in English a minimum of 10 specific questions set in English to demonstrate understanding across both items
2. Be able to summarise spoken material expressed in the target language	2.1	Listen to 2 items of varying speeds, lengths and levels of difficulty in the target language.
	2.2	Produce a summary of each item in English, identifying: > opinions > attitudes > arguments
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG4.4 - Understand varied spoken or signed language in a range of familiar work situations, Performance Criteria 1-11 Common European Framework: B2 Listening		

Dialogue in a Roman Language	
Unit Reference	L/616/0704
Level	3
Credit Value	3
Guided Learning (GL)	25 hours
Unit Summary	Learners will be able to express and exchange opinions within a business/social context in the target language. At this level this should be a free discussion rather than a set dialogue. A dictionary can be used by learners to prepare for the assessment but any notes made in the target language must be handed in to the tutor prior to the assessment. Please note the dialogue must be recorded (audio or video) and should be tutor led.
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.1)
The learner will	The learner can
1. Be able to maintain a conversation or discussion in the target language to exchange opinions	1.1 Maintain a conversation or discussion in the target language with a minimum of 30 exchanges (at least 15 produced by the learner) which must include: > a wide variety of vocabulary to explore opinions and feelings of others > countering opinions > seeking and exchanging information > a range of tenses/timeframes > commonly used sentence structures in their positive, negative, and interrogative forms > intonation and pronunciation to express meaning clearly
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG2.4 - Speak/Sign using varied language in a range of work situations, Performance Criteria 1-14	

CFALANG4.4 - Understand varied spoken or signed language in a range of familiar work situations, Performance Criteria 1-11
Common European Framework: B2 Spoken Interaction, B2 Spoken Production, B2 Listening

Reading in a Roman Language		
Unit Reference	Y/616/0706	
Level	3	
Credit Value	3	
Guided Learning (GL)	20 hours	
Unit Summary	Learners will be able to read and understand varied text and obtain and extract information from a variety of authentic written sources. Written work produced by learners does not need to be handwritten. A dictionary can be used by learners for this unit.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Be able to read and understand text from a variety of written sources in the target language	1.1	Read a minimum of 3 different styles of text in the target language which must include: > familiar and unfamiliar vocabulary as appropriate to the topic > complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > use of common idiom > appropriate prepositions, adjectives and adverbs using a dictionary if required
	1.2	Respond in English to questions set in English to demonstrate understanding of the texts above using a dictionary if required
2. Be able to read and extract key information from written material in the target language	2.1	Read a text of between 500–1000 words in the target language using a dictionary if required

	2.2	Summarise the key points in English identifying opinions, attitudes and arguments using a dictionary if required
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG1.4 - Read varied text on a range of work topics, Performance Criteria 1-8 Common European Framework: B2 Reading		

Writing in a Roman Language

Unit Reference	H/616/0708		
Level	3		
Credit Value	3		
Guided Learning (GL)	25 hours		
Unit Summary	Learners will be able to produce an extended piece of writing in the target language. Written work produced by learners does not have to be handwritten. A dictionary can be used by learners for this unit.		
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.1)		
The learner will	The learner can		
1. Be able to write continuous text in the target language on a chosen topic	<table border="1"> <tr> <td>1.1</td><td> Produce a piece of extended writing (minimum 750 words) in the target language, demonstrating in depth knowledge of the chosen topic and clear and logical organisation of ideas which must include the following: > vocabulary appropriate to the topic > clearly expressed opinions > complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > appropriate prepositions, adjectives and adverbs using a dictionary as required </td></tr> </table>	1.1	Produce a piece of extended writing (minimum 750 words) in the target language, demonstrating in depth knowledge of the chosen topic and clear and logical organisation of ideas which must include the following: > vocabulary appropriate to the topic > clearly expressed opinions > complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > appropriate prepositions, adjectives and adverbs using a dictionary as required
1.1	Produce a piece of extended writing (minimum 750 words) in the target language, demonstrating in depth knowledge of the chosen topic and clear and logical organisation of ideas which must include the following: > vocabulary appropriate to the topic > clearly expressed opinions > complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > appropriate prepositions, adjectives and adverbs using a dictionary as required		
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG3.4 - Write varied text on a range of work topics, Performance Criteria 1-9 Common European Framework: B2 Writing			

Reading and Written Response in a Roman Language

Unit Reference	K/616/0709	
Level	3	
Credit Value	3	
Guided Learning (GL)	20 hours	
Unit Summary	Learners will be able to read and understand texts in the target language and respond in writing in the target language. Written work produced by learners does not need to be handwritten. A dictionary can be used by learners for this unit.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Be able to read an authentic target language text and write a summary in the target language	1.1	Read an authentic target language text, using a dictionary if required
	1.2	Write a summary in the target language to extract the main facts, ideas and/or opinions presented in the text using a dictionary if required
2. Be able to read and respond in writing to a target language stimulus	2.1	Read a given stimulus in the target language which must include: > vocabulary appropriate to the topic > clearly expressed opinions > complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > appropriate prepositions, adjectives and adverbs using a dictionary if required.
	2.2	Write a response of at least 150 words to a given stimulus in the target language which must include the following: > vocabulary appropriate to the topic > clearly expressed ideas/opinions

		> complex sentence structures > a wide range of at least 5 tenses/timeframes/moods > appropriate prepositions, adjectives and adverbs using a dictionary if required.
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG1.4 - Read varied text on a range of work topics, Performance Criteria 1-8 CFALANG3.4 - Write varied text on a range of work topics, Performance Criteria 1-9 Common European Framework: B2 Reading, B2 Writing		

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.