



SEG Awards Entry Level Certificate
in ESOL International (Entry 3)
(CEF B1)

Entry 3 Certificate – 610/3415/0

Qualification Guidance

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 has 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 Online Registration System](#)

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, Date and Issue Number

The specification code is **C1981-E3**

The date of this specification is December 2023. The Issue number is **1.0**

Issue	Date	Details of change
1.0	December 2023	Qualification Guidance Produced

This guide should be read in conjunction with the Indicative Content document version 1.0 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 Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

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Introduction

The Skills and Education Group Awards Entry Level Certificate in English for Speakers of Other Languages (ESOL) International (Entry 3) (CEF B1) has been developed to allow international learners to gain a recognised qualification in English language. This development has been led by educational organisations delivering the courses and subject experts with vast experience in the field.

These qualifications are mapped to the Common European Framework of Reference for Languages (CEFR), the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

This suite of Skills and Education Group Awards ESOL International qualifications provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding in the four main areas of Listening, Reading and Use of English, Writing and Speaking 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 English-speaking communities and improve communication skills when travelling abroad for business and/or pleasure.

Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit or the full qualification.

Aims

These qualifications are intended to develop the English skills used in everyday life and/or education. They focus on improving Listening, Reading and Use of English, Writing and Speaking skills to enable learners the opportunity of accessing Skills and Education Groups portfolio of ESOL International qualification available from Entry 3 to Level 3 qualifications.

Target Group

This qualification is designed for learners who are aged 16 years and above, however it may be used with learners below the age of 16. The content of the examinations is designed to reflect the interests and needs of adult learners.

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

Content Overview

The SEG Awards Entry Level Certificate in ESOL International (Entry 3) (CEF B1) is comprised of four units:

Listening - This unit provides learners with the knowledge and skills needed to enable them to extract information from varying length texts, listen for grammatical and phonological detail, listen for gist and specific information and recognise a variety of speakers feelings and viewpoints.

Reading and Use of English – This unit provides learners with the knowledge and skills to extract main points and ideas and predict words from context, read and scan texts to locate information, use syntax and grammar to work out meaning and understanding and use a variety of reading strategies to help read and understand unfamiliar words.

Writing – This unit provides learners with the knowledge and skills to recognise the process of planning, drafting and making notes when writing text. Main points of writing will be in short paragraphs showing sequence, expression, correct basic spelling, punctuation and grammar.

Speaking - This unit provides learners with the knowledge and skills needed to enable them to obtain information from different spoken sources and speak to communicate in different situations and be able to relate to other speakers.

ESOL International Qualifications

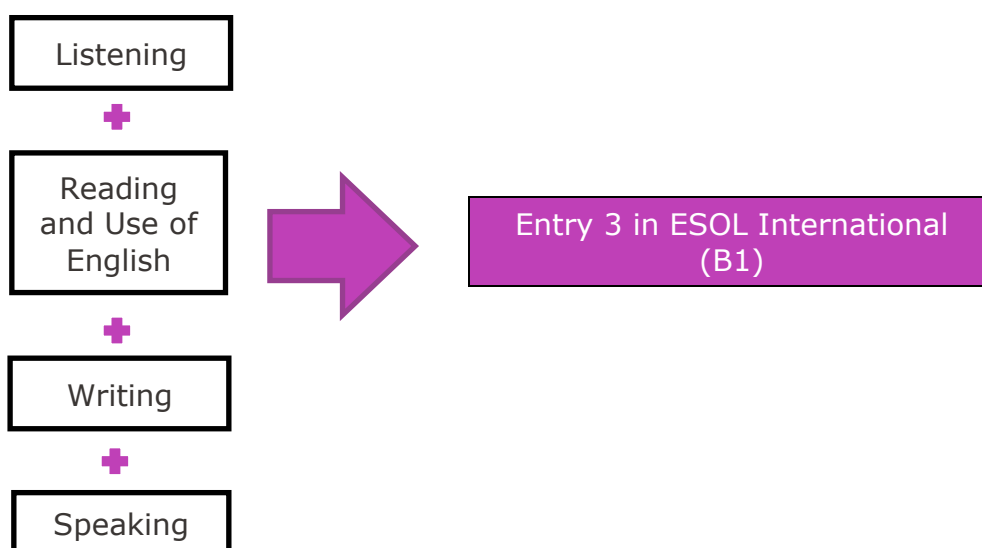
ESOL International qualifications are designed for learners who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF Level 3/CEF C2). They are suitable for candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere.

ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the Regulated Qualifications Frameworks for England, Wales and Northern Ireland (see [*Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES/QCA, 2003*](#)).

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Qualification Structure and Rules of Combination

Learners must complete the required units from the diagram below in order to gain the full qualification.



Rules of Combination:

Learners must achieve an overall pass in each of the four assessments for Listening, Reading and Use of English, Writing and Speaking.

Mandatory Units:

Unit	Unit Number	Level	Credit Value	GL	TQT
Listening	D/650/9026	E3	7	50	70
Reading and Use of English	H/650/9028	E3	7	50	70
Writing	F/650/9027	E3	7	50	70
Speaking	J/650/9029	E3	7	50	70

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Assessment

This qualification is assessed by external examination which includes assessment of learner abilities in all four disciplines (Listening, Reading and Use of English, Writing and Speaking). 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.

Marking:

Listening questions are 1 mark	(20 marks)
Reading and Use of English questions are 1 mark	(20 marks)
Writing is based on 2 parts	(20 marks)
Speaking is based on 3 parts	(20 marks)

For each assessment (*Listening, Reading and Use of English, Writing and Speaking*), learners are graded as follows:

0-9 = Fail
 10-12 = Pass
 13-15 = Merit
 16-20 = Distinction

The cumulative total mark across all four assessments (Listening, Reading and Use of English, Writing and Speaking) is **80**.

Grading:

The learners marks for all assessments are added together to give an overall grade based on the minimum marks per grade level below:

Assessment	Fail	Pass	Merit	Distinction
Listening, Reading and Use of English, Writing and Speaking	0-39	40-51	52-63	64-80

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Practice Assessment Material

Skills and Education Group Awards confirm that there is practice assessment material for this qualification which is available on request.

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 Entry Level Certificate in ESOL International (Entry 3) (CEF B1) enables learners to progress to the SEG Awards Level 1 Certificate in ESOL International (CEF B2) International qualification.

Tutor/Assessor Requirements

Tutors/Assessors delivering ESOL International qualifications should be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.

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.

Language

These specifications and associated assessment materials are in English only.

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Qualification Summary

Qualification	
SEG Awards Entry Level Award in ESOL International (Entry 3) (CEF B1) - 610/3415/0	
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	External assessment
Type of Funding Available	N/A
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges
Grading	Fail/Pass/Merit/Distinction
Operational Start Date	01/12/2023
Review Date	01/12/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	200
Total Qualification Time (TQT)	280
Credit Value	28
Skills and Education Group Awards Sector	ESOL
Ofqual SSA Sector	12.1 Languages, Literature and Culture of the British Isles
Support from Trade Associations	
Administering Office	See Skills and Education Group Awards website

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Qualification Progression and CEFR Levels

INDEPENDENT USER	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*
PROFICIENT USER	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	C2	Can understand virtually all types of texts. Can summarise information from different oral and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.*

**Table 1. Common Reference Levels: global scale in Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.*

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'Can Do' descriptors

(Please refer to Appendix D Council of Europe Common European Framework of Reference for Languages: learning, teaching, assessment for more information)

The aim of the 'Can Do' project developed by *Association of Language Testers in Europe (ALTE)* is to develop and validate a set of performance-related scales, describing what learners can actually do in a foreign language.

The 'Can Do' scales summary below is organised into overall ability and three general areas: Social and Tourist, Work, and Study, which are the main areas of interest of most language learners.

B1	Listening/Speaking	Reading	Writing
Summary of overall ability	CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.	CAN write letters or make notes on familiar or predictable matters.
Social and Tourist Skill Area	CAN express opinions on abstract/cultural matters in a limited way and pick up nuances of meaning/opinion.	CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions	CAN write letters on a limited range of predictable topics related to personal experience and express opinions in predictable language.
Work Skill Area	CAN state routine requirements within own area of work.	CAN understand the general meaning of non-routine letters and theoretical articles within own work area.	CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.
Study Skill Area	CAN understand instructions on classes and assignments given by a teacher or lecturer. CAN understand the general meaning of a lecture, demonstration or presentation on a familiar or predictable topic.	CAN understand basic instructions and messages, for example computer library catalogues, with some help.	CAN write down some information at a lecture, if this is more or less dictated.

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Listening

Unit Reference	D/650/9026
Level	E3
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Learners will be able to understand the main points of radio or TV programmes on current affairs or topics of personal interest when the speech is relatively slow and clear.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.2) <i>The learner can</i>
1. Be able to obtain information from verbal communication	1.1 Listen for gist in straightforward verbal communication 1.2 Listen for detail in straightforward verbal communication 1.3 Identify main points in straightforward verbal communication
2. Be able to listen for grammatical and phonological detail to convey meaning	2.1 Identify short utterances in conversations 2.2 Recognise a variety of feelings and viewpoints expressed by a speaker
Links to Common European Framework of Reference for Languages Entry 3 Listening	

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Reading and Use of English

Unit Reference	H/650/9028
Level	E3
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to read and understand texts that consist mainly of high frequency every day or job-related language and understand the description of events, feelings and wishes in personal letters.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Be able to read and understand factual and personal texts	1.1 Read straightforward factual texts on familiar topics 1.2 Read personal letters with events, feelings and wishes 1.3 Identify main events and conclusions in continuous descriptive texts
2. Understand main points and ideas from argumentative texts	2.1 Identify main points and ideas 2.2 Scan read different parts of a text to locate desired information 2.3 Recognise a line of argument
3. Be able to use reading strategies to understand texts	3.1 Identify cues and inferences to help read and understand texts
4. Understand syntax and grammar to convey meaning	4.1 Identify the best word, phrase or grammar construct for a sentence 4.2 Recognise connected, linear sequence of points
Links to Common European Framework of Reference for Languages Entry 3 Reading	

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Writing

Unit Reference	F/650/9027
Level	E3
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to write simple connected text on topics which are familiar or of personal interest, for example, an email or a story describing experiences and impressions or an essay passing on information or giving reasons in support of or against a particular point of view.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Be able to plan and draft a piece of writing	1.1 Plan and draft relevant ideas for a piece of writing by making notes
2. Be able to produce a piece of writing in different formats on familiar topics	2.1 Write main points in short paragraphs 2.2 Use experiences, feelings and reactions in relation to events or topics 2.3 Describe real or imagined events 2.4 Organise a text to a limited number of words
3. Be able to use basic grammar, vocabulary and spelling in written texts	3.1 Use basic grammar, vocabulary and spelling accurately in written texts 3.2 Use conjunctions to link sentences
Links to Common European Framework of Reference for Languages Entry 3 Writing	

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Speaking

Unit Reference	J/650/9029
Level	E3
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to speak about personal, every day and general topics. Learners will be able to connect simple phrases to describe experiences and events, dreams, hopes and ambitions. Learners will be able to give brief reasons and explanations for opinions and plans.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.4) <i>The learner can</i>
1. Be able to speak English to communicate	1.1 Pronounce English sufficiently well to be understood 1.2 Give simple directions, instructions and explanations 1.3 Use correct grammatical structures 1.4 Demonstrate use of appropriate stress and intonation 1.5 Engage in monitoring and repair
2. Be able to engage in a conversation/discussion	2.1 Contribute to a straightforward conversation and discussion 2.2 Express and respond to feelings, likes and dislikes, opinions and points of view 2.3 Give accounts of events in the past 2.4 Relate to other speakers by exchanging information and giving personal opinions
Links to Common European Framework of Reference for Languages Entry 3 Speaking	

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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.

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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 Qualifications' which can be downloaded from the Skills and Education Group Awards website.

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.

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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