



SEG Awards Level 1 Award/Certificate in ESOL International (CEF B2)

Level 1 Award (Listening) – 610/39007

Level 1 Award (Reading and Use of English)
– 610/3901/9

Level 1 Award (Writing) – 610/3902/0

Level 1 Award (Speaking) – 610/3903/2

Level 1 Certificate – 610/3419/8

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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Issue	Date	Details of change
1.0	December 2023	Qualification Guidance Produced
2.0	March 2024	Added Award Qualifications

Qualification Guidance

Contents

About Us.....	1
Contents.....	2
Introduction	3
Pre-requisites	3
Aims	3
Target Group.....	3
Content Overview.....	4
Qualification Structure and Rules of Combination.....	5
Assessment.....	6
Practice Assessment Material	7
Teaching Strategies and Learning Activities	7
Progression Opportunities.....	7
Tutor/Assessor Requirements.....	7
Language.....	7
Qualification Summary – Level 1 Awards.....	8
Qualification Summary – Level 1 Certificate.....	9
Qualification Progression and CEFR Levels	10
‘Can Do’ descriptors.....	11
Unit Details	12
Listening.....	12
Reading and Use of English	13
Writing	14
Speaking	15
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.....	16
Glossary of Terms	18

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.

Qualification Guidance

Introduction

The Skills and Education Group Awards Level 1 Awards and Certificate in English for Speakers of Other Languages (ESOL) International (CEF B2) have 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 qualifications available from Entry 3 to Level 3.

Target Group

These qualifications are 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.

Qualification Guidance

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 Level 1 Award/Certificate in ESOL International (CEF B2) 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, skim and scan texts to locate information, use implicit and explicit grammar to predict meaning, recognise and understand an increasing range of vocabulary.

Writing – This unit provides learners with the knowledge and skills to apply appropriate planning strategies, structure texts sequentially and coherently, select format and appropriate structures, write complex sentences, use sentence grammar accurately and use accurate spelling and punctuation to aid clarity and meaning.

Speaking - This unit provides learners with the knowledge and skills needed to enable them to express viewpoints and opinions, give personal and factual information, present information and ideas in a logical sequence, take part in social interaction and relate to other speakers.

ESOL International Qualifications

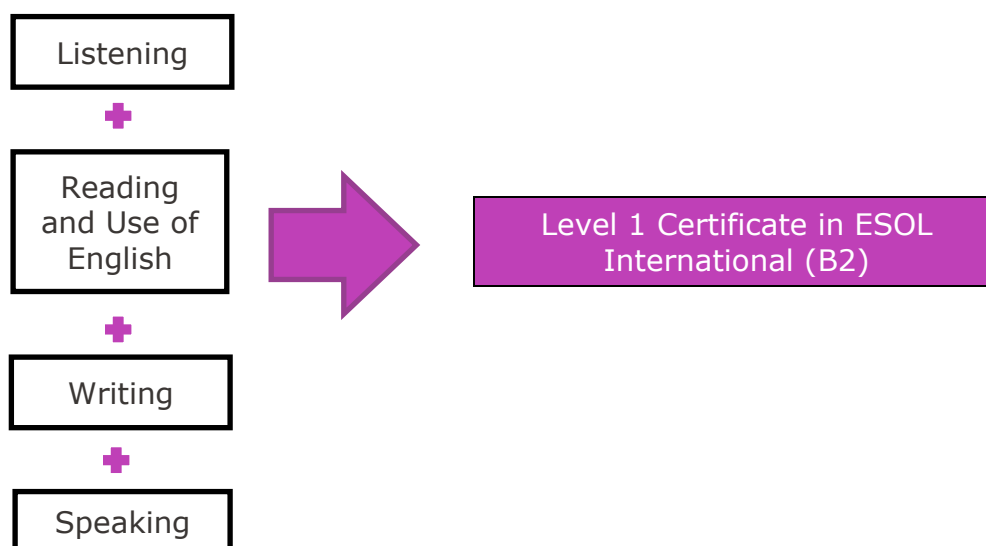
ESOL International qualifications are designed for learners who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF Level 3/CEF C2). They are suitable for 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*](#)).

Qualification Guidance

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	A/650/9043	1	7	50	70
Reading and Use of English	F/650/9045	1	7	50	70
Writing	D/650/9044	1	7	50	70
Speaking	H/650/9046	1	7	50	70

Qualification Guidance

Assessment

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

Qualification Guidance

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

One of the SEG Awards Level 1 Awards in ESOL International (CEF B2) enables learners to progress onto other Awards at the same level or the same Award at a higher level.

The SEG Awards Level 1 Certificate in ESOL International (CEF B2) enables learners to progress to the SEG Awards Level 2 Certificate in ESOL International (CEF C1) 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.

Qualification Guidance
Qualification Summary – Level 1 Awards

Qualifications	
SEG Awards Level 1 Awards in ESOL International (CEF B2) – Listening – 610/3900/7 Reading and Use of English - 610/3901/9 Writing – 610/3902/0 Speaking – 610/3903/2	
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	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	01/04/2024
Review Date	31/03/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	50
Total Qualification Time (TQT)	70
Credit Value	7
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

Qualification Guidance

Qualification Summary – Level 1 Certificate

Qualification	
SEG Awards Level 1 Certificate in ESOL International (CEF B2) – 610/3419/8	
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	See FaLa (Find a Learning Aim)
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

Qualification Guidance

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.*

Qualification Guidance

'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 consist currently of about 400 statements, organised into three general areas: Social and Tourist, Work, and Study, which are the three main areas of interest of most language learners.

B2	Listening/Speaking	Reading	Writing
Summary of overall ability	CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information, and understand detailed instructions or advice.	CAN make notes while someone is talking or write a letter including non-standard requests.
Social and Tourist Skill Area	CAN keep up a conversation on a fairly wide range of topics, such as personal and professional experiences, events currently in the news.	CAN understand detailed information, for example a wide range of culinary terms on a restaurant menu, and terms and abbreviations in accommodation advertisements.	CAN write most letters on a relevantly varied range such as requesting services or adaptation schedules/services.
Work Skill Area	CAN take and pass on most messages that need to be dealt with promptly. CAN put their point across persuasively when talking.	CAN understand most correspondence, reports and factual product literature he/she is likely to come across.	CAN deal with all routine requests for goods or services.
Study Skill Area	CAN give a clear presentation on a familiar topic and answer predictable or factual questions. CAN ask questions, for example for reasons and clarification.	CAN scan texts for relevant information and grasp main point of text.	CAN make simple notes that will be of reasonable use.

Qualification Guidance

Unit Details

Listening

Unit Reference	A/650/9043
Level	1
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to understand extended speech and follow complex lines of argument on familiar topics. Learners will be able to understand most TV news and current affairs and understand majority of films in standard dialect.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Be able to obtain information from verbal communication	1.1 Listen for specific information from a range of types of verbal communication both formal and informal interactions 1.2 Identify the purpose, gist, detail and key ideas from verbal communication delivered at normal speed 1.3 Identify the speaker's mood
2. Be able to listen for grammatical and phonological detail to convey meaning	2.1 Infer meaning based on the context 2.2 Identify a wider range of vocabulary including less frequently used vocabulary and expressions 2.3 Follow complex lines of argument
Links to Common European Framework of Reference for Languages Level 1 Listening	

Qualification Guidance

Reading and Use of English

Unit Reference	F/650/9045
Level	1
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
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 detailed texts on familiar topics 1.2 Can obtain information, ideas and opinions 1.3 Identify main events and conclusions in continuous descriptive texts
2. Understand main points and ideas from argumentative texts	2.1 Extract main points and ideas and predict words from context 2.2 Scan read at speed through complex texts 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 understand texts 3.2 Recognise different types of texts
4. Understand syntax and grammar to convey meaning	4.1 Identify word structure, related words, word roots, derivations and borrowings 4.2 Distinguish different meanings according to prefixes and suffixes
Links to Common European Framework of Reference for Languages Level 1 Reading	

Qualification Guidance

Writing

Unit Reference	D/650/9044
Level	1
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Be able to plan and draft a piece of writing	1.1 Use planning strategies to write a piece of writing
2. Be able to produce a piece of writing in different formats on familiar topics	2.1 Write main points in paragraphs, linking key ideas 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 and level of detail 2.5 Give reasons in support of or against a point of view
3. Be able to use correct spelling, punctuation and grammar in written texts to enhance meaning	3.1 Use correct punctuation on formal and informal writing 3.2 Spell a wide range of words from familiar topics 3.3 Use complex sentences 3.4 Proof read to check for general meaning, and accuracy
Links to Common European Framework of Reference for Languages Level 1 Writing	

Qualification Guidance

Speaking

Unit Reference	H/650/9046
Level	1
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides learners with the skills to speak English language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
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 and understand	1.1 Pronounce English clearly with a degree of fluency and spontaneity to be understood 1.2 Demonstrate a sufficient range of vocabulary to add detail to descriptions 1.3 Produce some complex sentences 1.4 Engage in monitoring and repair
2. Be able to engage in a conversation/discussion	2.1 Explain a viewpoint giving advantages and disadvantages 2.2 Highlight emotions in arguments or personal events 2.3 Give an account of events in the past 2.4 Take turns in a conversation, demonstrating the use of phrases to intervene appropriately
Links to Common European Framework of Reference for Languages Level 1 Speaking	

Qualification Guidance

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.

Qualification Guidance

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.

Qualification Guidance

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