



SEG Awards Level 2 Award/Certificate in ESOL International (CEF C1)

Level 2 Award (Listening) – 610/3917/2

Level 2 Award (Reading and the Use of
English) – 610/3918/4

Level 2 Award (Writing) – 610/3919/6

Level 2 Award (Speaking) – 610/3920/2

Level 2 Certificate – 610/3422/8

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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Specification Code, Date and Issue Number

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

Qualification Guidance

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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.

Qualification Guidance

Introduction

The Skills and Education Group Awards Level 2 Awards and Certificate in English for Speakers of Other Languages (ESOL) International (CEF C1) 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

There are no formal entry requirements for the Level 2 qualification of this suite, however, learners without Level 1 may wish to refresh their grammar and vocabulary to allow them to access the content of this qualification.

To fully benefit from an ESOL International qualification at a more advanced level, learners may find it advisable to have some prior knowledge and understanding.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

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.

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Target Group

These qualifications 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.

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 2 Award/Certificate in ESOL International (CEF C1) is comprised of four units:

Listening - This unit provides learners with the knowledge and skills needed to enable them to obtain information from different spoken sources and in different situations, including public address announcements, lectures and television and radio programmes.

Reading and Use of English – This unit provides learners with the knowledge and skills needed to enable them to read and understand extended texts on different topics, some of which may be complex and abstract in nature, and to be able to use a dictionary as needed.

Writing – This unit provides learners with the knowledge and skills to be able to plan and write extended texts, including essays and narratives, using correct punctuation, spelling, grammar and the use of idiomatic and colloquial language.

Speaking - This unit provides learners with the knowledge and skills to enable them to take part in dialogues and conversations that take place exclusively in English, including narrating events, discussions and debates, and to use circumlocution and re-phrasing to cover any gaps in vocabulary.

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.

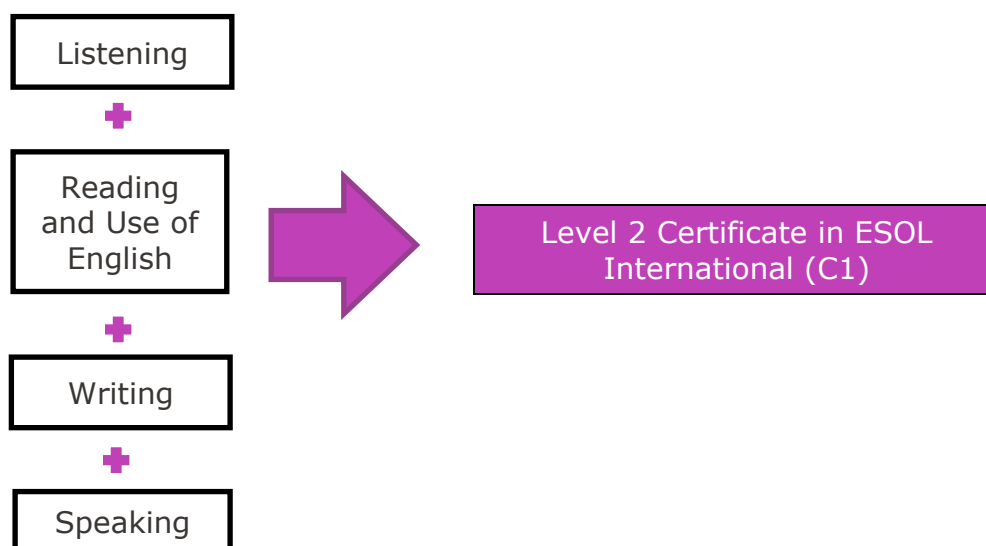
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ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the Regulated Qualifications 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/650/9071	2	8	65	80
Reading and Use of English	F/650/9072	2	8	65	80
Writing	H/650/9073	2	8	65	80
Speaking	J/650/9074	2	8	65	80

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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 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	(25 marks)
Reading and Use of English questions are 1 mark	(25 marks)
Writing is based on 2 parts	(25 marks)
Speaking is based on 3 parts	(25 marks)

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

0-12 = Fail
 13-16 = Pass
 17-19 = Merit
 20+ = Distinction

The cumulative total mark across all four assessments (Listening, Writing, Reading and Use of English and Speaking) is **100**.

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	0-49	50-64	65-79	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

One of the SEG Awards Level 2 Awards in ESOL International (CEF C1) enables learners to progress onto other Awards at the same level or the same Award at a higher level.

The SEG Awards Level 2 Certificate in ESOL International (CEF C1) enables learners to progress to the SEG Awards Level 3 Certificate in ESOL International (CEF C2) 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 2 Awards

Qualifications	
SEG Awards Level 2 Awards in ESOL International (CEF C1) – Listening – 610/3917/2 Reading and Use of English – 610/3918/4 Writing – 610/3919/6 Speaking – 610/3920/2	
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)	65
Total Qualification Time (TQT)	80
Credit Value	8
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 Summary – Level 2 Certificate

Qualification	
SEG Awards Level 2 Certificate in ESOL International (CEF C1) - 610/3422/8	
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
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)	260
Total Qualification Time (TQT)	320
Credit Value	32
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.

C1	Listening/Speaking	Reading	Writing
Summary of overall ability	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
Social and Tourist Skill Area	CAN keep up conversations of a casual nature for an extended period of time and discuss abstract/cultural topics with a good degree of fluency and range of expression.	CAN understand complex opinions/arguments as expressed in serious newspapers.	CAN write letters on most subjects. Such difficulties as the reader may experience are likely to be at the level of vocabulary.
Work Skill Area	CAN contribute effectively to meetings and seminars within own area of work and argue for or against a case.	CAN understand correspondence expressed in non-standard language.	CAN handle a wide range of routine and nonroutine situations in which professional services are requested from colleagues or external contacts.
Study Skill Area	CAN follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.	CAN read quickly enough to cope with the demands of an academic course.	CAN write an essay which shows ability to communicate, giving few difficulties for the reader.

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Unit Details

Listening

Unit Reference	D/650/9071
Level	2
Credit Value	8
Guided Learning (GL)	65
Unit Summary	<p>This unit provides learners with the skills to be able to understand extended speech even which it is not clearly structured. Learners will recognise when relationships are implied and not signposted explicitly. Learners will be able to understand television programmes and films without subtitles and without undue effort. Learners will be able to gain meaning from a range of dialogues in different circumstances and situations, including where speech is not clear.</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand how idioms and colloquialisms are used to convey meaning in dialogues, including those on abstract and complex topics	<p>1.1 Identify the meaning of idioms and colloquialisms in context in dialogues and conversations, including complex and abstract dialogues</p> <p>1.2 Recognise the impact of idioms and colloquialisms on the meaning of what is said</p> <p>1.3 Recognise the impact of the use of idioms and colloquialisms on the listener</p>
2. Understand the use of implicit meaning and inference in dialogues and exchanges	<p>2.1 Recognise implicit and implied meaning in complex and abstract dialogues and conversations</p> <p>2.2 Recognise inference in dialogues, including those that may be complex and abstract</p>
3. Be able to discern purpose of dialogues and exchanges	3.1 Recognise the purpose of dialogues and exchanges, some of which may be complex and abstract

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	<p>3.2 Recognise personal and professional opinions expressed in language that may be complex and abstract</p> <p>3.3 Follow lines of argument in dialogues and exchanges, some of which may be complex and abstract</p>
<p>4. Be able to listen for meaning in spoken English on complex and abstract subjects</p>	<p>4.1 Follow complex interactions between third parties in debates and discussions including those on complex and abstract topics</p> <p>4.2 Identify the finer points of detail, including implicit meaning and relationships between speakers</p> <p>4.3 Recognise a wide range of idiomatic expressions and colloquialisms</p> <p>4.4 Recognise shifts in tone and register</p>
<p>5. Be able to follow conversations between native English speakers</p>	<p>5.1 Follow extended speech including unstructured and abstract dialogues</p> <p>5.2 Follow the essentials of conversations between proficient speakers</p> <p>5.3 Listen for specific information in complex and abstract dialogues</p>
<p>Links to Common European Framework of Reference for Languages C1 Listening</p>	

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Reading and Use of English

Unit Reference	F/650/9072
Level	2
Credit Value	8
Guided Learning (GL)	65
Unit Summary	This unit provides learners with the skills to read long and complex factual and literary texts and recognise different styles of writing. Learners will be able to read and understand specialised articles and longer technical documents and instructions, even when these do not relate to their own field. Learners will be able to identify implicit meaning and use visual and contextual clues to work out meaning.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.4) <i>The learner can</i>
1. Understand language techniques and grammatical conventions used to convey meaning in written text	1.1 Identify implicit meaning in complex and abstract texts on a range of subjects, including those outside of own field 1.2 Identify relevant details in complex and abstract texts using contextual and language clues 1.3 Use textual and formatting clues to gain meaning from complex and abstract texts, including texts that are structurally complex
2. Be able to read to understand information and argument	2.1 Read simple and complex documents to gain information 2.2 Read to gain meaning from documents which include information and argument 2.3 Scan read to obtain specific relevant information from a range of documents, some of which may be complex and abstract

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	2.4 Infer meaning from contextual clues in written information
Links to Common European Framework of Reference for Languages C1 Reading	

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Writing

Unit Reference	H/650/9073
Level	2
Credit Value	8
Guided Learning (GL)	65
Unit Summary	<p>This unit provides learners with the skills to be able to express themselves clearly in well-structured texts expressing points of view and lines of argument at some length. Learners will be able to write about complex subjects in essay format, emphasising what they consider to be salient issues. Learners will be able to use style and tone appropriate to the intended reader. Learners will be able to write narratives and emails that highlight the personal significance of events and experiences. Learners will be able to maintain a high degree of grammatical accuracy and demonstrate a good command of a broad lexical repertoire.</p>
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Understand the use of language conventions and techniques in written texts for different audiences and purposes	<p>1.1 Recognise when it is appropriate to use colloquialisms and idioms to convey meaning in written texts</p> <p>1.2 Recognise when formal language is required in written texts</p> <p>1.3 Recognise when informal language is appropriate to the tone and audience for written texts</p>
2. Be able to produce extended writing in a range of formats and for different audiences	<p>2.1 Demonstrate appropriate use of paragraphs in extended written texts</p> <p>2.2 Produce extended texts, including instructional and complex texts for a range of subjects and audiences</p> <p>2.3 Use correct grammar and spelling in written texts</p>

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	2.4 Tailor information in texts to meet the needs of the target audience.
3. Be able to use language conventions and techniques appropriately to convey meaning in written texts, narratives and essays in English	<p>3.1 Demonstrate command of a broad lexical repertoire in written texts</p> <p>3.2 Use circumlocution to overcome vocabulary gaps</p> <p>3.3 Demonstrate command of idiomatic expressions and colloquialisms in written English</p> <p>3.4 Use prompts and notes to create a range of document types suitable for the given audience and purpose</p>
<p>Links to Common European Framework of Reference for Languages C1 Writing</p>	

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Speaking

Unit Reference	J/650/9074
Level	2
Credit Value	8
Guided Learning (GL)	65
Unit Summary	This unit provides learners with the skills to be able to express themselves fluently and spontaneously without obvious searching for expressions. Learners will be able to use language fluently and effectively for social, academic and professional purposes. Learners will be able to formulate ideas and opinions with precision and relate their contributions succinctly to other speakers. Learners will be able to present clear and detailed descriptions of complex subjects, including integration of sub-themes, developing particular points and rounding off with an appropriate conclusion.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand spoken English on abstract and complex topics outside of their field	1.1 Gain detail from spoken English on abstract and complex topics outside of their field
2. Be able to participate in interviews conducted in English	2.1 Participate in interviews conducted in English 2.2 Expand and develop points being discussed with fluency 2.3 Handle interjections and interruptions appropriately 2.4 Use language flexibly and effectively, including emotional, allusive and jocular language
3. Be able to speak fluently and spontaneously in discussions and debates	3.1 Convey a case using appropriate tone and language 3.2 Put forward persuasive and articulate arguments

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	<p>3.3 Argue a formal position convincingly</p> <p>3.4 Respond appropriately to comments and questions</p> <p>3.5 Respond to complex lines of counter argument fluently</p> <p>3.6 Speak spontaneously and fluently</p> <p>3.7 Use backtracking and re-phrasing where appropriate</p>
<p>4. Be able to express self spontaneously and fluently in a range of situations</p>	<p>4.1 Express self fluently and spontaneously with a minimum of effort</p> <p>4.2 Demonstrate command of a broad lexical repertoire</p> <p>4.3 Use strategies to overcome vocabulary gaps including circumlocution where appropriate</p>
<p>Links to Common European Framework of Reference for Languages C1 Speaking</p>	

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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