



SEG Awards Level 3 Award/Certificate in ESOL International (CEF C2)

Level 3 Award (Listening) – 610/3926/3

Level 3 Award (Reading and Use of English)
– 610/3927/5

Level 3 Award (Writing) – 610/3928/7

Level 3 Award (Speaking) – 610/3929/9

Level 3 Certificate – 610/3423/X

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 codes are **A7549-03, A7550-03, A7551-03, A7552-03 and C1984-03**.

The date of this specification is March 2024. The Issue number is 2.0.

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

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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 Level 3 Awards and Certificate in English for Speakers of Other Languages (ESOL) International (Level 3) (CEFR C2) 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 3 qualification of this suite, however, learners without Level 2 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 qualification and other qualifications available from Entry 3 to Level 3 qualifications.

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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.

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 3 Award/Certificate in ESOL International 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 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.

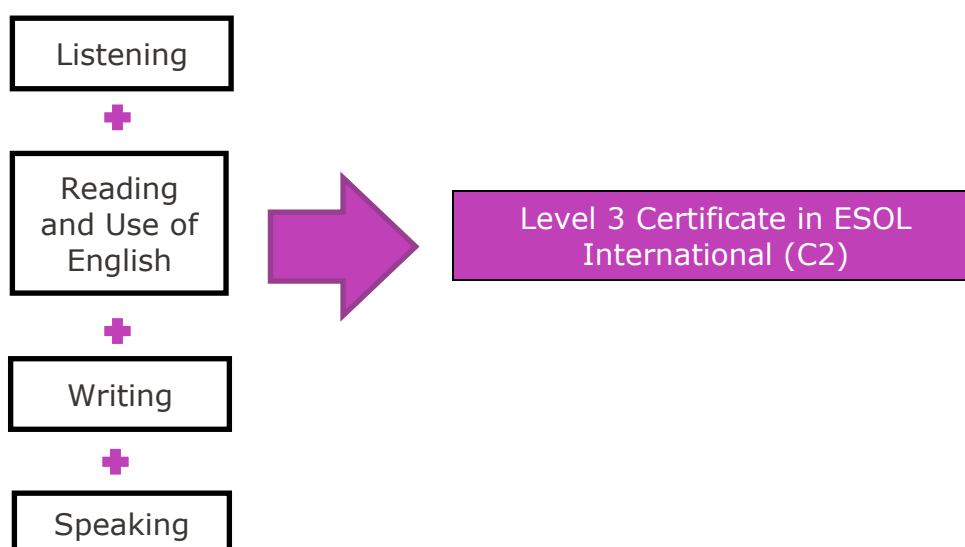
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ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the Regulated Qualifications 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 and Speaking.

Mandatory Units:

| Unit | Unit Number | Level | Credit Value | GL | TQT |
|----------------------------|-------------|-------|--------------|----|-----|
| Listening | H/650/9082 | 3 | 8 | 65 | 80 |
| Reading and Use of English | J/650/9083 | 3 | 8 | 65 | 80 |
| Writing | F/650/9108 | 3 | 8 | 65 | 80 |
| Speaking | H/650/9109 | 3 | 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 (Speaking, Listening, Reading and Use of English and Writing). 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, Reading and Use of English, Writing 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 3 Awards in ESOL International (CEF C2) enables learners to progress onto other Awards at the same level or the same Award at a higher level.

The SEG Awards Level 3 Certificate in ESOL International (CEF C2) enables learners to progress to other qualifications and courses that are delivered exclusively in English and to enter into workplace roles where English is the native or official language and engage in social activities where English is the language of choice.

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 3 Awards

| | | | | | | | | |
|---|---|--|--------------|---|------------|---|------------|---|
| Qualifications | | | | | | | | |
| SEG Awards Level 3 Awards in ESOL International (CEF C2) – Listening – 610/3926/3 Reading and Use of English – 6103927/5 Writing – 610/3928/7 Speaking – 610/3929/9 | | | | | | | | |
| 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 3 Certificate

| | |
|--|---|
| Qualification | |
| SEG Awards Level 3 Certificate in ESOL International (CEF C2) - 610/3423/X | |
| 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) | 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 consist currently of about 400 statements, organised into three general areas: Social and Tourist, Work, and Study. These are the three main areas of interest of most language learners.

| C2 | Listening/Speaking | Reading | Writing |
|-------------------------------|--|---|--|
| Summary of overall ability | CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions. | CAN understand documents, correspondence, and reports, including the finer points of complex texts. | CAN write letters in any subject and full notes of meetings or seminars with good expression and accuracy. |
| Social and Tourist Skill Area | CAN talk about complex or sensitive issues without awkwardness. | CAN (when looking for accommodation) understand a tenancy agreement in detail, for example technical details and the main legal implications. | CAN write letters on any subject with good expression and accuracy. |
| Work Skill Area | CAN advise on/handle complex delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge. | CAN understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language. | CAN make full and accurate notes and continue to participate in a meeting or seminar. |
| Study Skill Area | CAN understand jokes, colloquial asides and cultural allusions. | CAN access all sources of information quickly and reliably. | CAN make accurate and complete notes during the course of a lecture, seminar, or tutorial. |

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Unit Details

Listening

| | |
|--|---|
| Unit Reference | H/650/9082 |
| Level | 3 |
| Credit Value | 8 |
| Guided Learning (GL) | 65 |
| Unit Summary | This unit provides learners with the skills to be able to understand with ease virtually any kind of spoken language whether live or broadcast, even when delivered at fast natural speed. |
| Learning Outcomes (1 to 3) <i>The learner will</i> | Assessment Criteria (1.1 to 3.4) <i>The learner can</i> |
| 1. Understand how idioms and colloquialisms are used to convey meaning in spoken English that is delivered at fast and natural speed | 1.1 Identify the meaning of idioms and colloquialisms in context in a range of situations 1.2 Recognise implicit and inferred meaning in a range of contexts and situations 1.3 Recognise how tone of voice changes meaning in conversations, dialogues and live and broadcast audio materials |
| 2. Be able to gain meaning from a range of live and recorded and broadcast audio material | 2.1 Identify the finer points of detail presented in a range of spoken English conversations, dialogues and broadcast audio materials 2.2 Identify implicit attitudes and relationships between speakers 2.3 Gain meaning from live and broadcast audio materials that are delivered at fast native speed and in unfamiliar accents |
| 3. Be able to follow spoken interactions easily including those on abstract, complex and unfamiliar topics | 3.1 Follow complex interactions that may be on abstract, complex and unfamiliar topics 3.2 Gain meaning from conversations and interactions, including attitudes, opinions and relationships between speakers |

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| | <p>3.3 Follow native speakers even on abstract and complex topics of a specialist nature beyond own field</p> <p>3.4 Follow specialised lectures and presentations where colloquialism, reasonable usage and unfamiliar language and terminology are used</p> |
| <p>Links to Common European Framework of Reference for Languages C2 Listening</p> | |

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Reading and Use of English

| | |
|--|---|
| Unit Reference | J/650/9083 |
| Level | 3 |
| Credit Value | 8 |
| Guided Learning (GL) | 65 |
| Unit Summary | This unit provides learners with the skills to be able to understand all forms of written language, including abstract and structurally and linguistic complex texts including manuals, specialist articles and works of literature. |
| Learning Outcomes (1 to 2) <i>The learner will</i> | Assessment Criteria (1.1 to 2.6) <i>The learner can</i> |
| 1. Understand all forms of written language | <p>1.1 Gain meaning from all forms of written texts, including those that are complex and on unfamiliar topics</p> <p>1.2 Appreciate distinctions in style including subtle differences</p> <p>1.3 Recognise implicit and inferred meaning in a range of written texts</p> <p>1.4 Locate relevant details in texts, including those that are extended and complex</p> |
| 2. Be able to read all forms of written texts including specialist and technical documents and works of literary fiction | <p>2.1 Read a range of written texts including specialist and technical texts and manuals and works of literary fiction</p> <p>2.2 Recognise use of idiomatic expressions and colloquialisms in a range of written documents and works of literary fiction</p> <p>2.3 Scan read for finer details and implicit meaning in complex and abstract texts including specialist and technical documents and works of literary fiction</p> <p>2.4 Scan read for detail</p> <p>2.5 Summarise information from different sources</p> |

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| | 2.6 Reconstruct arguments and accounts in a coherent presentation of the overall information |
| Links to Common European Framework of Reference for Languages C2 Reading | |

Qualification Guidance
Writing

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|---|--|
| Unit Reference | F/650/9108 |
| Level | 3 |
| Credit Value | 8 |
| Guided Learning (GL) | 65 |
| Unit Summary | This unit provides learners with the skills to be able to write clear, smoothly flowing text in a style appropriate for the audience, subject and situation. Learners should be able to write complex letters, reports and articles that present a case with an effective, logical structure that helps the recipients to take on board and remember significant points. The learners will be able to write precis, summaries and reviews of professional and specialist documents and literary works. |
| Learning Outcomes (1 to 3) <i>The learner will</i> | Assessment Criteria (1.1 to 3.7) <i>The learner can</i> |
| 1. Be able to plan and proofread own writing | 1.1 Apply appropriate planning strategies 1.2 Select how much to write and the level of detail to include 1.3 Choose different types of paragraph structure 1.4 Select linguistic features that aid sequencing and coherence 1.5 Choose formal and informal language as appropriate to the purpose and audience 1.6 Select different styles of writing for different purposes and audiences 1.7 Employ proofreading to revise writing 1.8 Check own work for accuracy of spelling, punctuation and grammar, clarity of meaning and suitability for audience |

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| <p>2. Be able to express self fluently in a range of complex texts for a range of purposes and situations</p> | <p>2.1 Write complex texts with clarity and precision</p> <p>2.2 Produce clear smoothly flowing texts that are well structured</p> <p>2.3 Present salient issues clearly and with reasons</p> <p>2.4 Expand on salient and subsidiary points</p> <p>2.5 Give reasons and relevant examples in support of arguments and opinions</p> <p>2.6 Use organisational patterns, connectors and cohesive devices in a range of written texts</p> <p>2.7 Write conclusions and closing paragraphs</p> <p>2.8 Maintain consistent grammatical control of complex language</p> |
| <p>3. Be able to use language conventions and techniques appropriately to convey meaning in written texts, narratives and essays in English</p> | <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>3.5 Use pronouns as an aid to clarity and to avoid repetition</p> <p>3.6 Use sentence grammar consistently and accurately</p> |

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| | 3.7 Use a range of sentence structures that are fit for purpose and audience |
| Links to Common European Framework of Reference for Languages C2 Writing | |

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Speaking

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|---|---|
| Unit Reference | H/650/9109 |
| Level | 3 |
| Credit Value | 8 |
| Guided Learning (GL) | 65 |
| Unit Summary | <p>This unit provides learners with the skills to be able to take part effortlessly in any conversation or discussion conducted in English and will be familiar with idiomatic expressions and colloquialisms. They will be able to express themselves fluently and convey finer shades of meaning with precision. Learners will be able to backtrack and use circumlocution and restructuring to overcome difficulties in expressing views and opinions.</p> <p>Learners will be able to present a clear, smoothly flowing description or persuasive argument in a style and tone that is appropriate to the content, audience, and situation. Learners will be able to present arguments and opinions in a logical structure in a way that helps listeners to notice and remember significant points.</p> |
| Learning Outcomes (1 to 4) <i>The learner will</i> | Assessment Criteria (1.1 to 4.6) <i>The learner can</i> |
| 1. Understand spoken language delivered at natural speed during conversations, discussions and debates in a range of social and personal contexts | 1.1 Gain meaning from any speaker including those with less familiar accents 1.2 Recognise the use of technical and specialist language during conversations and discussions 1.3 Recognise inference and implicit meaning in context 1.4 Recognise the use of colloquialisms and idiomatic expressions in a range of contexts and situations |
| 2. Be able to use language and grammatical structures effectively and appropriately | 2.1 Use idioms and colloquialisms appropriately and effectively in a range of personal and social contexts |

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| | <p>2.2 Use language to express ideas and opinions</p> <p>2.3 Use inference and implicit meaning effectively and appropriately</p> <p>2.4 Maintain consistent grammatical control of complex language</p> <p>2.5 Differentiate finer shades of meaning in more complex exchanges and situations</p> <p>2.6 Demonstrate command of a broad lexical repertoire</p> <p>2.7 Present clear smoothly flowing descriptions and arguments in styles appropriate to the context and audience</p> <p>2.8 Present information, views and opinions in a logical structure which aids recipients to notice and remember significant points</p> |
| <p>3. Be able to speak fluently in conversations on different topics in a range of contexts and situations</p> | <p>3.1 Converse comfortably, effortlessly and appropriately without linguistic interference in a range of personal and social contexts</p> <p>3.2 Participate effectively in formal discussions of complex issues</p> <p>3.3 Put forward articulate and persuasive arguments</p> <p>3.4 Maintain own participation in discussions and conversations with native speakers</p> <p>3.5 Structure own speech appropriately for the situation and audience</p> |

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| | <p>3.6 Interact authoritatively with fluency when speaking as interviewer and interviewee</p> <p>3.7 Give clear flowing descriptions, elaborating where appropriate</p> |
| <p>4. Be able to respond to questions and statements appropriately and effectively in a range of personal and social contexts</p> | <p>4.1 Respond appropriately to questions, queries and requests delivered in English and at natural speed</p> <p>4.2 Put forward own case clearly in smoothly flowing language</p> <p>4.3 Manage questions and interruptions effectively using appropriate language</p> <p>4.4 Put forward articulate and persuasive arguments when required</p> <p>4.5 Participate competently and effectively in formal discussions, including those covering complex issues</p> <p>4.6 Reconstruct arguments and accounts into coherent presentations</p> |
| <p>Links to Common European Framework of Reference for Languages C2 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