

JANUARY 2017

**LANGUAGE COMPETENCY
GOOD PRACTICE GUIDANCE
FOR EMPLOYERS**

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Introduction

Employers are responsible for ensuring that everyone involved in the delivery of NHS services has the required level of English language competence to enable them to effectively carry out their role, deliver safe care and enhance the patient experience.

This guidance outlines the importance of English language competency assessment to help NHS organisations enhance any existing protocols and support employers to effectively assess language competency where appropriate.

Identifying language competency prior to offering appointment offers protection for patients, employing organisations and employees. While English language competence testing in itself will not establish aptitude for effective communication, it does provide a useful baseline to build on.

This guidance does not specifically deal with the handling of communication concerns about an employee. If, once appointed, it becomes apparent that an individual's communication skills in English are not at an appropriate level, it is the responsibility of the employer to implement measures to support that individual. Where the problem persists and a significant risk is identified or a particular incident has occurred causing great concern, it may be appropriate to initiate an investigation in accordance with local capability or disciplinary procedures.

English language requirements for public sector workers

On 21 November 2016, part 7 of the [Immigration Act 2016](#) came into force and introduced a requirement that all workers in the public sector who are required to speak to members of the public will need to speak English (English or Welsh in Wales) fluently.

[A code of practice on the English language requirement](#) for public sector workers was issued by the government on 29 November 2016 to help employers comply with the new requirement.

Employers should make sure their HR policies and practices reflect the new legal duty. All public facing staff (existing or potential new members of staff) should be made aware of this new duty and understand the possible actions which could be taken if their proficiency in spoken English is found to be insufficient.

The requirement applies to all public facing roles, including those who are permanent and fixed term, apprentices, self-employed contractors and agency staff. For a worker whose first language is sign language, the fluency duty will be met by the provision of a sign language interpreter who speaks English to the necessary standard for the role.

Setting the necessary standard of English language

Setting the standard of fluency will very much depend on the type of public facing



role. Things to consider include the frequency of spoken interaction, topic of interaction, whether communication is likely to be technical, profession-specific, or specialist vocabulary, duration of interaction and so forth. Further detail on this can be found within the guidance.

Qualifications and tests

Employers can, but are not required to, specify a minimum spoken English qualification if they determine this is appropriate for a public facing role. The specified level must not be below the Common European Framework of Reference for Languages level B1. While a British qualification may demonstrate a particular standard of language ability, it would not be acceptable evidence of spoken fluency, because spoken English is not part of the overall assessment of British qualifications.

If an individual does not meet the necessary fluency, employers are responsible for supporting staff with training or adjustments to their role if appropriate, acting in line with their capability and disciplinary procedures.

Role of the professional regulatory bodies

Regulatory bodies set professional standards to which all registrants must comply. These include the requirement for each healthcare professional to communicate effectively with patients and colleagues.

Regulatory bodies also assess the suitability of an individual for registration in order for them to be eligible to practise within a particular profession. A list of regulatory bodies can be found in [Appendix 2](#) page 13.

Registration with a professional regulatory body alone does not guarantee that the individual has the necessary clinical or language skills to perform a particular role. See the 'role of employers' section on page 6. Any assessment of an individual's fitness to practise should include seeking assurance of their practical ability to effectively communicate with colleagues and patients alike. This is consistent with ethnicity and disability discrimination laws.

Requirements for registration with a professional body differ depending on whether applicants are:

- UK nationals
- Nationals from the European Economic Area (EEA). A list of countries holding EEA status is provided in [Appendix 1](#) on page 12.
- Swiss nationals who benefit under European Law
- Individuals with European Community (EC) rights – international graduates.

For certain categories of professionals, regulatory bodies cannot assess the level of language competence. These include:

UK nationals

UK nationals are not required by their regulatory body to demonstrate evidence of English language knowledge. Employers, however, must satisfy themselves that any potential employee has the required level of communication skills for the role.

EEA nationals (including Swiss nationals and individuals with an EC right)

Individuals who are eligible to have their qualifications accepted under European legislation¹, are entitled to register with an appropriate regulatory body, providing they meet the required minimum standard for their particular profession.

These categories of professionals are exempt from any routine assessment for language competency before registration. This exemption does not apply to EEA or Swiss nationals where the individual:

- is registering with the Health and Care Professions Council (HCPC) as a speech and language therapist and they declare that English is not their first language
- is registering with the General Medical Council (GMC) as a doctor and an assessment is needed to make a decision about the individual's fitness to practise²
- is registering with the Nursing and Midwifery Council (NMC) as a nurse or midwife but has undergone their training in Europe and is required to prove that they have the necessary knowledge of English to practise safely and effectively as part of the NMC's registration process.

Further guidance about these exemptions can be found on the [European Commission website](#).

International graduates

Individuals who have trained and qualified outside the EEA must satisfy UK regulatory bodies of their knowledge of English.

They may provide evidence confirming their language competence in a number of ways. A number of the professional regulatory bodies require those who have qualified outside the EEA to obtain a pass in International English Language Testing System (IELTS). Where IELTS is required, the regulatory body sets the minimum score required in each section of the test and an overall average score that must be attained for registration purposes.

Further information on English language proficiency levels can be found in [Appendix 2](#) on page 13. It is important to note that these only test a minimum level of proficiency, therefore employers must still satisfy themselves that an individual is suitable for the specific role they are being appointed to do.



1. The European Union (Recognition of Professional Qualifications) Regulations 2015 sets out the rules and procedures which apply to individuals who wish to practise in an EU country other than where they qualified.
2. The GMC's Good Medical Practice guidance includes an explicit duty that all doctors must have the necessary knowledge of the English language to provide a good standard of practice and care in the UK. <http://www.gmc-uk.org/guidance>

Role of employers

While inclusion on a professional or voluntary register indicates that a person is fit to practise in a profession generally, employers have an additional duty to ensure that each individual, whether in a regulated profession or not, is competent to safely and effectively carry out the specific duties of the role appointed to, including establishing their language competency.

When employing EEA nationals, employers must ensure that they comply with Article 53 of the European Directive 2005/36/EC, which states that migrants should 'have a knowledge of languages necessary for practising the profession in the host member state'.

This does not completely rule out testing, but employers must not systematically test all applicants from the EEA. For example, asking all applicants to sit the same test, even though they may be able to demonstrate their competence in other ways, is not permitted.

Employers may request that an applicant provides evidence of English language competency where there is any doubt about their ability to communicate clearly with patients or colleagues, for example where English is not their first language. The type and level of evidence required to establish an applicant's language knowledge will need to be considered on a case by case basis and must be proportionate to the role they are being appointed to do.

Where the individual is registered with a professional body, the employer has a duty to inform the regulator in cases where an individual does not meet the required professional standards. Referral should be considered where an individual has been assessed as unsuitable for a particular role due to poor communication skills. If the situation meets the criteria set by the regulatory body and there is potentially a risk to the care of patients, the registrant can be assessed through the fitness to practise route.

Trusts appointing medical locums and other agency staff, will need to ensure that their agreements with contractors include a service provision and quality obligation to supply employees who have the required level of communication skills to carry out the role.

How can applicants meet an English language requirement?

There are a number of ways an individual could meet and evidence an English language requirement:

- be a national of a majority English speaking country (see list below) or have worked in an organisation/institution where English was the primary language
- pursued part of their education in the UK
- hold a degree or relevant educational qualification that was taught in English by a recognised institution abroad
- lived in a multi-lingual household in which a relative or a carer used English as their primary form of communication
- have passed an English language competency test (examples of these have been listed within the 'English language tests' section on page 8).

Majority English speaking countries

UK Visas and Immigration holds a list of majority English speaking countries:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belise
- Canada
- Dominica
- Grenada
- Guyana
- Ireland
- Jamaica
- New Zealand
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- Trinidad and Tobago
- United States of America.

Avoiding discrimination

It is important that employers ensure their recruitment processes do not unlawfully discriminate or contravene the Equality Act 2010. To avoid discrimination, employers must treat all job applicants in the same way, at each stage of the recruitment process. Further guidance is available on the [Equality and Human Rights Commission website](#).

It should also be noted that this guidance document does not specifically address the issues that might arise when assessing a person's competence in relation to British Sign Language (and other sign languages). We acknowledge that this is a recognised language in some communities and that employers must ensure equal opportunity when recruiting people who use British Sign Language (and other sign languages) and that reasonable adjustments are made. Further guidance is available on the [Equality and Human Rights Commission website](#).

Education taught in English

[The UK National Academic Recognition Information Centre \(UK NARIC\)](#) is the national agency responsible for providing information and advice on how qualifications and skills from overseas compare to the UK's national qualification frameworks. They will provide an individual with a letter of comparability for employers to use in the selection process. Where the qualification has been achieved in one of the majority English speaking countries, as listed above, employers can accept this evidence of the qualification being taught in English.

Employers may wish to request a copy of the original qualification certificate and/or a UK NARIC confirmation letter for verification.

Employers must always verify the individual's identity and confirm the individual's nationality as part of the recruiting process as outlined in the [NHS Employment Check Standards](#).



English language tests

There are a range of assessment tools available to determine English language competency. Some of the main ones are included below; however this list is not exhaustive:

Assessment tool	Accredited body
The City and Guilds International (IESOL) Diploma	City and Guilds
International English Language Testing System (IELTS)	Cambridge English Language Assessment
EIKEN test in Practical English Proficiency	EIKEN
Test of English as a Foreign Language (TOEFL) Electronic test	Educational Testing Service TOEFL
Test of English for International Communication (TOEIC)	Educational Testing Service TOEIC
Europass – self assessment language passport	Europass (see detailed section on page 9)

Many universities also run language courses and/or may be able to provide learning to meet your individual needs, based on the level of competency individuals might need to carry out the roles and responsibilities of the job being offered.

Individuals from outside the EEA who apply under tiers 1, 2 and 4 of the points based immigration system will be required to demonstrate their English language ability. They will therefore need to provide evidence that they have passed an [appropriate test listed by UK Visas and Immigration](#).

Many of the statutory health regulatory bodies have adopted the use of IELTS as the most appropriate tool to assess potential workers for the health care setting.

The international English Language Testing System (IELTS)

IELTS measures an individual's ability to communicate in English across four language skills – listening, reading, writing and speaking. It has been specifically developed for people who intend to study or work where English is the main language of communication and is available in over 1,100 test centres in over 140 countries around the world.

Employers can specify the minimum academic and/or general scores required for a specific role. This enables prospective candidates to make informed decisions on whether to submit an application after completion of the IELTS test or on the basis of a previous IELTS test result.

Individuals will need to provide the prospective employer with documentary evidence of the test result. The certificate will show the applicant's name, the qualification obtained and the date of the award.

Further information about IELTS is available at: www.ielts.org

Europass

Europass is a self-assessment tool that enables individuals to assess their proficiency in understanding, speaking and writing any European language and it provides a framework that can be used by employers for standardising and assessing required language skills. See [Appendix 3](#) on page 16.

Using Europass, employers can define the required language proficiency in understanding, speaking and writing of English for a specific role. Individuals can complete a self-assessment to estimate if they meet the required proficiencies for each of the specified fields, thereby determining whether to submit an application for the specific role.

Employers can also use Europass during an interview process to help determine an individual's English language competence. Furthermore, if required, an employer may set a test to determine proficiency in English writing. As part of the selection criteria, employers can pre-determine the minimum level of proficiency required for understanding (listening and reading), speaking (spoken interaction and spoken production) and writing.

Further information is available at: www.europass.cedefop.europa.eu

How do I set the level to be achieved?

The Knowledge and Skills Framework (KSF) is a tool designed to identify the knowledge, skills and development that staff need to do their job, applicable to all staff covered by Agenda for Change contracts. It focuses on six core dimensions covering the key areas that apply to every job, including communication. It spans four levels and includes sample behaviours to check against, helping to ensure the knowledge and skills required are being met. Employers may wish to use the KSF when setting the level of competence required for each role. For more information see the [NHS Employers website](#).

For medical, dental and very senior manager posts that do not possess a KSF outline, employers can specify the appropriate level of language proficiency required in accordance with the role to be undertaken. This is often set at the highest level of the competency assessment.

For contractors and agency workers, organisations will need to determine with the provider what an appropriate level would be, dependent on the role. This can then be integrated into the service level agreement or contract.

As a guide for employers, various organisations have already set language competence levels that may be useful to use as a comparison:

- The statutory health regulatory bodies have mostly set an overall IELTS score of 7.0 in the academic test. This is considered to be the standard of English required to function competently and expertly in a degree-holding profession and as a registrant.
- The Nursing and Midwifery Council (NMC) has suggested that C1 on Europass is an equivalent level on the self-assessment tool to a 7.0 IELTS score.

Employers may choose to set the required level to be achieved higher than that set by the regulatory body, if deemed appropriate for the post and the same equivalence test is applied to all applicants. See [Appendix 2](#) on page 13 for further information.



The person specification and selection process

Most employers request that an applicant has an educational qualification appropriate to the position being advertised. Dependent on the role, this level of qualification will be higher to mirror the seniority of the position.

In accordance with good recruitment practice, inclusion of any language competency requirements will need to be outlined within the person specification for the role. This will be in addition to any educational qualifications required for the post, although the individual may demonstrate their competence level by submitting evidence of their qualification if studied in English.

Appropriate protocol will need to be developed to evaluate the self-assessment scores provided by Europass, to be undertaken as part of the selection process. All applicants to the post must be assessed in the same way at each stage of the process to comply with anti-discrimination legislation.

How to make this work

Employers may wish to consider setting up supportive, flexible recruitment and assessment processes, which may include:

- Assigning an HR lead to look at recruitment systems, job descriptions and person specifications.
- Setting up a small group of recruiting managers, HR and staff side to look at selecting the evaluation method and determining appropriate test levels.
- Obtaining sign off through local partnership forum or negotiating committee.
- Considering working with an experienced overseas recruitment agency who can pre-assess someone's English language capabilities.
- Explore options to enhance suitable English language levels by training staff on typical ward dialect and acronyms such as 'nil by mouth' and offering new starters a programme of social adaptation, to include additional language support.
- Incorporating information about language competency assessment in the recruitment and selection training programme, including the rights of the individual, for example, European law.
- Reviewing language competence levels and evaluation methods annually to ensure they meet the minimum relevant competency and legal requirements.

Challenges against decision to recruit

All individuals have a right to seek feedback on any decisions made by a prospective employer not to recruit them. It is therefore strongly recommended that employers work in partnership with unions and their human resource department to develop a fair and consistent process to manage any such feedback. All applicants should be informed of these rights in writing as part of the recruitment process.

SOLVIT – support for EEA nationals

SOLVIT is a free online service for EEA nationals where the national administration in each EU country works to solve issues relating to the misapplication of the EU's Internal Market law, without the need to go through legal proceedings. The European Commission coordinates the network, provides the database facilities and, when needed, helps to speed up the resolution of problems. The Commission also passes formal complaints it receives onto SOLVIT if there is a good chance that the problem can be solved without legal action.

There is a SOLVIT function in every EU member state, as well as in Norway, Iceland and Liechtenstein. They are part of the national administration in member states and are committed to providing real solutions to problems. Generally, responses are provided within ten weeks, although this period may be extended in certain circumstances.

Where individuals are unhappy with any proposed solutions, or if the problem remains unresolved by SOLVIT, they may instigate formal proceedings, such as taking legal action through a national or community court, or by lodging a complaint with the European Commission. For more information you can visit

☞ <http://ec.europa.eu/solvit>

Further information

Every effort has been made to ensure that requirements within this document reflect current law. Alerts to any changes to language testing or competency assessment will be published in the NHS Workforce Bulletin, which you can subscribe to at:

www.nhsemployers.org/workforcebulletin



Appendix 1: EEA countries

*Iceland, Liechtenstein and Norway are not members of the European Union (EU) but citizens of these countries have the same rights to enter, live in and work in the United Kingdom as EU citizens. These categories of professionals are exempt from any routine assessment for language competency before registration.

** Citizens of Switzerland (although it is not part of the EEA) should be treated in the same way as EEA citizens. These categories of professionals are exempt from any routine assessment for language competency before registration.

***Following the European referendum and the absence of clear timescales, the UK will continue to abide by EU treaties and laws. NHS Employers will work closely with the NHS Confederation European Office over the coming months to both assess the impact of England exiting the EU and support employers.

Austria	Italy
Belgium	*Liechtenstein
Bulgaria	Lithuania
Cyprus	Luxembourg
Croatia (from July 2013)	Malta
Czech Republic	Netherlands
Denmark	*Norway
Estonia	Poland
Finland	Portugal
France	Romania
Germany	Slovakia
Greece	Slovenia
Hungary	Spain
Norway	Sweden
*Iceland	**Switzerland
Irish Republic	***United Kingdom

Appendix 2: Language requirements for international graduates (non-EEA)



Professional Regulatory Body	Language requirements	Contact details for further information
General Medical Council (GMC)	<p>Requires an IELTS Academic overall score of 7.5.</p> <p>The score must be achieved in a single sitting of the test. The IELTS Test Report Form must be no more than two years old when submitted.</p> <p>Under certain circumstances the GMC will consider evidence other than an IELTS certificate.</p> <p>Further information can be found on the GMC website.</p>	<p>General Medical Council Regent's Place 350 Euston Road London NW1 3JN</p> <p>www.gmc-uk.org gmc@gmc-uk.org</p> <p>T: 0845 357 8001</p>
Nursing and Midwifery Council (NMC)	<p>IELTS required score for overseas applicants is 7.0.</p> <p>The IELTS Test Report Form must be no more than two years old when submitted.</p> <p>Under new protocols introduced in June 2016, this can now be achieved over two separate test sittings. Both tests must be taken within six months of each other. No single score can be below 6.5 in any of the areas (reading, writing, speaking and listening) in either of the two tests.</p>	<p>Nursing and Midwifery Council 23 Portland Place London W1B 1PZ</p> <p>www.nmc-uk.org advice@nmc-uk.org</p> <p>T: 0207 333 9333</p>
General Dental Council (GDC)	<p>For the Overseas Registration Examination, the GDC requires a minimum overall score of 7.0 and with a score of no less than 6.5 in any of the individual sections, in the academic IELTS test.</p> <p>The IELTS Test Report Form must be no more than two years old when submitted.</p>	<p>General Dental Council 37 Wimpole Street London W1G 8DQ</p> <p>www.gdc-uk.org information@gdc-uk.org</p> <p>T: 0845 222 4141</p>



Appendix 2: Language requirements for international graduates (non-EEA) *continued*

Professional Regulatory Body	Language requirements	Contact details for further information
General Optical Council (GOC)	<p>For non-EEA applicants, a score of at least 7.0 in the International English Language Testing System (IELTS). Additionally, no individual section should be scored less than 6.0 - except for 'speaking' where the minimum score required is 7.0.</p> <p>For UK and EEA applicants there is no separate language test, but language communications skills as part of core competency test at point of registration.</p>	<p>General Optical Council 41 Harley Street London W1G 8DJ</p> <p>www.optical.org goc@optical.org</p> <p>T: 0207 580 3898</p>
General Osteopathic Council (GOsC)	<p>The preferred testing system of the GOsC is the IELTS academic test. A score of 7.0 is required with no element lower than 7.0.</p> <p>Other tests are acceptable and these details can be accessed by contacting GOsC.</p>	<p>General Osteopathic Council 176 Tower Bridge Road London SE1 3LU</p> <p>www.osteopathy.org.uk info@osteopathy.org.uk</p> <p>T: 0207 357 6655</p>
Health and Care Professions Council (HCPC)	<p>The English language proficiency standard required by the HCPC is IELTS score 7.0 with no single score less than 6.5, or the equivalent.</p> <p>This applies to all HCPC professions other than speech and language therapy, for which an IELTS score of 8.0, is required (with no single score less than 7.5).</p>	<p>Health and Care Professions Council Park House 184 Kennington Park Road London SE11 4BU</p> <p>www.hcpc-uk.org registration@hcpc-uk.org</p> <p>T: 0845 300 6184</p>



Appendix 2: Language requirements for international graduates (non-EEA) *continued*

Professional Regulatory Body	Language requirements	Contact details for further information
<p>General Pharmaceutical Council (GPhC)</p>	<p>Applicants (including UK nationals but excluding EEA and Swiss Nationals) who have qualified overseas will only be considered eligible to apply for the Overseas Pharmacists' Assessment Programme (OSPAP) where they have passed an IELTS test.</p> <p>The GPhC requires a minimum overall score of 7.0 in the Academic IELTS with a minimum of 7.0 in every category at the same sitting of the test.</p> <p>The IELTS Test Report Form must be no more than two years old when submitted with a complete OSPAP application.</p>	<p>General Pharmaceutical Council 129 Lambeth Rd London SE1 7BT info@pharmacyregulation.org T: 020 3365 3400</p>
<p>General Chiropractic Council (GCC)</p>	<p>Where applicants have not:</p> <ul style="list-style-type: none"> — qualified from a UK accredited course — qualified in a country where English is the spoken language or — had 2 years recent experience of practising in an English speaking country <p>the GCC will seek additional evidence of English language skills. This will be requested on a case by case basis.</p>	<p>General Chiropractic Council 44 Wicklow Street London WC1X 9HL www.gcc-uk.org enquiries@gcc-uk.org T: 020 7713 5155</p>

Appendix 3: European language levels

		A1	A2	B1	B2	C1	C2
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local areas and employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple every day material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist of mainly high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.



Appendix 3: European language levels *continued*

		A1	A2	B1	B2	C1	C2
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Appendix 3: European language levels *continued*

		A1	A2	B1	B2	C1	C2
Written							
	Written	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.



NHS Employers

The NHS Employers organisation is the voice of employers in the NHS, supporting them to put patients first. Our vision is to be the authoritative voice of workforce leaders, experts in HR, negotiating fairly to get the best deal for patients.

We help employers make sense of current and emerging healthcare issues to ensure that their voice is front and centre of health policy and practice. We keep them up to date with the latest workforce thinking and expert opinion, providing practical advice and information, and generating opportunities to network and share knowledge and best practice.

We work with employers in the NHS to reflect their views and act on their behalf in four priority areas:

- pay and negotiations
- recruitment and planning the workforce
- healthy and productive workplaces
- employment policy and practice.

The NHS Employers organisation is part of the NHS Confederation.

Contact us

For more information on how to get involved in our work,

email [✉ comms@nhsemployers.org](mailto:comms@nhsemployers.org)

[✉ www.nhsemployers.org](http://www.nhsemployers.org)

[✉ enquiries@nhsemployers.org](mailto:enquiries@nhsemployers.org)

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