Higher National Unit specification

General information for centres

Unit title: ESOL for Work: Intermediate Operational

Unit code: F1HY 33

Unit purpose: This Unit is designed to develop skills in the target language within a work-related context to establish and maintain social relations, transact a range of tasks and to understand spoken and written materials to meet a range of needs.

It is the second Unit in a suite of three-triple credit Units designed to develop skills in the target language specifically within a work-related context.

It develops existing language skills in work-related contexts at an intermediate level for those candidates who would like to develop their language skills to enhance their future career and/or study prospects.

The Unit embodies and further develops the National Language Standards at SVQ level 3.

On completion of the Unit the candidate should be able to:

1 Convey and exchange information orally with speakers of the target language in a wide range of work-related contexts and/or social contexts related to work.
2 Understand spoken language relating to a wide range of work-related contexts and/or social contexts related to work.
3 Read detailed documents written in the target language on a wide range of work-related topics and/or social topics related to work.
4 Compose detailed documents in the target language in a wide range of work contexts.

Credit points and level: 3 HN credits at SCQF level 6: (24 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, previous competence in the target language is required for this Unit.

General information for centres (cont)

This may be evidenced by the possession of one or more of:

- HN Unit: *English as a Foreign Language for Vocational Purposes: Elementary*
- HN Unit: *ESOL for Work: Basic Operational*
- HN Units (both Units):
  - *Basic Communication in English as a Foreign Language 1*
  - *Basic Communication in English as a Foreign Language 2*
- HN Units (both Units):
  - *Communication in ESOL: Developing Basic Listening and Speaking Skills*
  - *Communication in ESOL: Developing Basic Reading and Writing Skills*
- Other qualifications or experience comparable to the above including residence in a country where English is spoken

Core Skills: There are opportunities to develop the Core Skills of Communication in this Unit, although there is not automatic certification of Core Skills or Core Skill components. Further detail is provided in the Support Notes.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It may, however, also be taught as a stand-alone Unit developing language skills for a wide range of work-related contexts and social contexts related to work and/or for people travelling abroad, working abroad or working with people from a country where the language is spoken.

Assessment: This Unit will be assessed by four Instruments of Assessment each of which will focus on a separate skill requiring the candidate to demonstrate skills in Speaking, Listening, Reading and Writing. Whenever possible, tasks should be contextualised in a situation mirroring real-life tasks within a work-related context or a social context related to work and may be linked through a common scenario, if appropriate.

All assessments will be conducted under controlled and supervised conditions.

The **Speaking** assessment will consist of one task lasting 8–10 minutes.

The **Listening** assessment will consist of one listening item or a group of items of 4–5 minutes in total. The Listening item(s) may be heard three times. The item(s) should be spoken at near normal speed by a sympathetic native speaker and in normally-used social and/or work registers.

The total time required for the Listening assessment should not exceed 75 minutes.

The use of a dictionary is not allowed.

The **Reading** assessment will consist of four documents. The combined total word-count for the reading items should be within the range of 750–900 words.

Documents may be considered individually or together.

The total time required for the Reading Assessment should not exceed 120 minutes.

General information for centres (cont)

The use of a dictionary is allowed.

The **Writing** assessment will consist of one task. The text produced should be in the range of 200–250 words in length.

The total time required for the Writing Assessment should not exceed 90 minutes.

The use of a dictionary and of other relevant reference materials (eg glossaries, model document formats and phraseology) is allowed.

Note: Where special arrangements are required for a candidate, an additional time allowance may be made in line with SQA guidelines.

Assessments should generally be carried out towards the end of the Unit, when candidates have had the opportunity to sufficiently develop the above skills.

Exemplar instruments of assessment and marking guidelines are produced by the SQA to indicate the national standard of achievement required at SCQF level 6/SVQ level 3 +.

Higher National Unit specification: statement of standards

Unit title: ESOL for Work: Intermediate Operational

Unit code: F1HY 33

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Convey and exchange information orally with speakers of the target language in a wide range of work-related contexts and/or social contexts related to work

Knowledge and/or Skills

- Use a wide variety of work-related and social vocabulary*
- Use a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance as appropriate
- Use a variety of language to express, for example, ideas, opinions and/or points of view
- Use language to convey and exchange information including elements of negotiation to make, amend and/or confirm arrangements
- Use and/or conform to cultural and spoken conventions appropriate to the task and context
- Use a wide range of familiar and less commonly used, technical terms relevant to the work or study context
- Use numerical data
- Use a range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- Use the present, past (imperfect and perfect and pluperfect or equivalents), future and conditional forms where appropriate to the language
- Use a range of sentence structures in positive, negative, imperative and interrogative forms
- Use a range of complex sentence structures
- Use a wide range of linking language eg ‘although, provided that, so that, despite’
- Use a range of alternative terms and structures which modify register for different audiences and contexts
- Use appropriate intonation and emphasis
- Pronounce the language clearly and articulately to convey the required information*
- Use reference sources (eg glossaries, dictionaries) to help convey, clarify and/or confirm meaning as necessary
- Use appropriate coping strategies (requests for repetition, clarification, etc) as/if necessary

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Evidence Requirements

The **Speaking** assessment will consist of one task lasting 8–10 minutes.

The assessment will be conducted under controlled and supervised conditions.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- convey detailed information of a familiar nature in the target language
- understand and respond clearly and coherently to requests for information and opinion
- negotiate in the language as/if required
- initiate dialogue or discussion if/as required
- maintain oral communication thorough presentation, conversation or other dialogue for 8–10 minutes

Evidence for the Knowledge and/or Skills in this Outcome will be provided by an assessment that samples across the Knowledge and/or Skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that candidate is competent in the Outcome.

*Items of Knowledge and/or Skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or Skills' section of this Outcome above.

A different sample should be chosen on each assessment occasion or re-assessment occasion to prevent candidates from being able to predict what they will be asked, except in the case of a presentation on a work-related topic where the same presentation topic may be used.

Performance Overview

The performance may be considered satisfactory provided a candidate succeeds in requesting and/or conveying the necessary information and where necessary demonstrates an adequate understanding of any information given/requested.

The candidate has a good command of vocabulary and can use and adapt a range of grammatical structures as appropriate. The candidate makes few mistakes and uses more complex structures as appropriate. The candidate finds alternative, correct ways of expressing information as and when necessary to convey information and opinion, respond to information and opinion or negotiate in the target language in a range of work-related or social contexts related to work.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Content

Communication between the candidate and the speaker of the target language allows the candidate to express and understand ideas and opinions clearly and to express and acknowledge different points of view. The candidate presents information and sustains the discussion/exchange by offering additional information and comments fairly frequently. A presentation and/or exchange has a clear start, a progression of ideas and a conclusion.

Assessment Guidelines

Understanding

The candidate understands almost all of what is said directly to him/her when clearly articulated. The candidate asks for repetition or clarification as required.

Speaking

The candidate shows a good awareness of the rules of intonation and pronunciation.

The candidate shows satisfactory control of rules of grammar appropriate to this level and makes few errors of a major nature. Language produced by the candidate is characterised by some complexity of structure and a range of vocabulary.

In preparing for this assessment, candidates should be encouraged to participate in different speaking exercises, but will only be assessed in one, chosen as the most suitable to their vocational area.

Candidates could be required to complete **one** of the following tasks:

- hold a conversation relating to the candidate's background, interests, current studies and to the vocational/work context in which he/she is studying, including comments on aspects of topics of a familiar nature relating to the work-related context

- take part in a role-play/simulation scenario in a familiar work-related situation involving exchanging information and opinion to come to some agreed Outcome between the candidate and the tutor or another speaker of the target language

- give a prepared oral presentation on a work-related topic with responses to follow-up questions related to the topic area

The tasks can be undertaken in work-related contexts or social contexts related to work, face to face (this can include video conferencing), by telephone, videophone, web cam or similar means and in formal and informal settings.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Each task should last between 8–10 minutes. In some cases it may exceed this time limit but generally assessors should try to limit the task to this time scale. Longer exchanges may take place as they develop, if appropriate, or where the need to repeat or check information given or received is evident.

Where appropriate (ie in giving a prepared presentation or role-play scenario) an outline of the task may be given a few days before the assessment event to allow the candidate time to prepare.

In the case of a conversation, role-play or interpreting task this will be on a one-to-one basis with the tutor/assessor either face to face or on the telephone* or through a video link or similar.

In the case of a presentation this will generally be to a group in which the tutor/assessor is present but may also be on a one-to-one, face-to-face basis with the tutor/assessor due to particular circumstances.

The presentation should be in the range of 4–6 minutes with 2–4 minutes for follow-up questions and answers. The time taken for the presentation and follow-up questions and answers should, however, last at least 8 minutes.

For the purposes of re-assessment of a conversation, role-play or interpreting scenario a different instrument of assessment must be chosen.

For the purposes of re-assessment of a presentation the original presentation and follow-up questions may be re-done.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Outcome 2

Understand spoken language relating to a wide range of work-related contexts and/or social contexts related to work

Knowledge and/or Skills

- Understand a wide variety of work-related and social vocabulary*
- Understand a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance as appropriate
- Understand a variety of language which expresses ideas, opinions and/or points of view
- Understand language which conveys information including elements of negotiation to make, amend and/or confirm arrangements
- Understand and/or conform to cultural and spoken conventions appropriate to the task and context
- Understand a range of familiar and less commonly used technical terms relevant to the work or study context
- Understand numerical data
- Understand a range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- Understand the present, past (imperfect, perfect, pluperfect or equivalents), future and conditional forms and subjunctive moods where appropriate
- Understand a range of sentence structures in positive, negative, imperative and interrogative forms
- Understand complex sentence structures including a range of language/expressions linking facts and ideas (sometimes a separate bullet point)
- Understand alternative terms and structures which modify register for different audiences and contexts
- Understand intonation and emphasis
- Infer meaning from the context
- Summarise/convey in English information conveyed in the spoken target language

Evidence Requirements

The Listening assessment will consist of one item, or group of items, of 4–5 minutes in total. The Listening item(s) may be heard three times. The item(s) should be spoken at near normal speed and in normally used social and/or work registers.

The total time required for the Listening assessment should not exceed 75 minutes.

The use of dictionaries is not allowed.

The assessment should be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, written or oral.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

The candidate must demonstrate his/her ability to:

- identify from a listening item or items in target language the overall content and theme of the information being communicated
- identify specific relevant details of the information being communicated where requested
- convey/summarise meaning, opinion and/or points of view or attitudes as/if expressed

Evidence for the Knowledge and/or Skills in this Outcome will be provided by an assessment that samples across the Knowledge and/or Skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that candidates are competent in the Outcome.

*Items of Knowledge and/or Skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or Skills' section of this Outcome above.

For the purposes of re-assessment a different instrument of assessment/listening task must be chosen.

Performance overview

The candidate can extract specific details and understand the overall meaning of a range of extended passages of some complexity in a range of work-related contexts and social contexts related to work spoken at near normal speed and in normally-used social and work registers.

Understanding

The candidate listens to spoken items of some complexity on subjects related to his/her vocational studies or to work-related contexts or to social contexts related to work and obtains factual information with a high level of detail and accuracy. Speakers will articulate clearly at near normal speed.

He/she extracts and understands key items of information and additional items of detail from stimulus material which contains a number of major and subsidiary points, including the expression of points of view.

The candidate understands a high proportion of points of detail and grasps opinions and ideas expressed.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Assessment Guidelines

In preparing for this assessment, candidates should be encouraged to participate in different listening exercises but will only be assessed on one, chosen as the most suitable to their vocational area.

Candidates could be required to listen to one of the following:

- a presentation (live or recorded) presenting generally factual information and opinion about an aspect of the work-related area
- an item or series of items of broadcast recorded speech (for instance, public announcements, TV or radio extracts)of a generally factual nature including the expression of some opinion and/or viewpoint relating to items of general or public interest and to the candidate's work-related interests

The listening items can be set in work-related contexts, social contexts related to work, face to face (this can include video conferencing), by telephone, video phone, web cam (this can include recorded messages), standard broadcast items in formal and informal settings.

Candidates may demonstrate their comprehension by one of the following methods:

- compose answers in English on what they have heard
- compose a short summary in English on what they have heard

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Outcome 3

Read detailed documents written in the target language on a wide range of work-related topics and/or social topics related to work

Knowledge and/or Skills

- Screen documents to identify the need for fuller/further consideration
- Understand a variety of work-related and social vocabulary*
- Understand a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance as appropriate
- Understand a variety of language which expresses ideas, opinions and/or points of view
- Understand language which conveys information including elements of negotiation to make, amend and/or confirm arrangements
- Understand cultural and written conventions appropriate to the task and context
- Understand a range of technical terms relevant to the work or study context
- Understand numerical data
- Understand a range of structures using the infinitive, where appropriate
- Understand the present, past (imperfect and perfect, pluperfect or equivalents) future and conditional forms and subjunctive moods where appropriate
- Understand a range of sentence structures in positive, negative, imperative and interrogative forms
- Understand complex sentence structures including a range of language/expressions linking facts and ideas
- Infer meaning from the context
- Use reference sources (eg dictionaries, glossaries, standard formats) to clarify and confirm meaning if/as required

Evidence Requirements

The **Reading** Assessment will consist of a folio of four documents. The combined total word-count for the reading items should be in the range of 750–900 words. Documents will contain a range of vocabulary and structures relevant to the candidate's field of study or employment.

The total time required for the Reading Assessment should not exceed 120 minutes and may take place **either** over a number of separate occasions dealing with one or more texts in the reading folio **or** on a single occasion dealing with the folio of reading texts as a whole.

The use of a dictionary is allowed and/or other relevant reference sources (eg glossaries).

The Reading Assessment should be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, written, oral, signed.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

The candidate must demonstrate his/her ability to:

- identify and summarise/convey in English the main theme and contents of a document written in the target language
- identify specific relevant details
- summarise/convey in English meaning, opinion and/or points of view as/if expressed

Evidence for the Knowledge and/or Skills in this Outcome will be provided by an assessment that samples across the Knowledge and/or Skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that candidates are competent in the Outcome.

*Items of Knowledge and/or Skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or Skills' section of this Outcome above.

For the purposes of re-assessment a different instrument of assessment/folio of texts should be chosen. In the case where a candidate fails on any individual text document, the re-assessment instrument may be a different single text document of a comparable nature/content/ level of difficulty.

Performance overview

The candidate must be able to handle a wide range of materials of some complexity, in a variety of formats and registers. The candidate should be able to scan texts for required details and convey in English information, ideas and opinions in order to show a clear understanding of their overall meaning and specific detail as required.

Understanding

With the help of a dictionary, the candidate obtains factual information, ideas and opinions with a high level of detail and accuracy from text of some complexity likely to be encountered in work-related contexts or social contexts related to work.

He/she extracts and understands key items of information and additional items of detail from text which contains a number of major and subsidiary points, including the expression of points of view.

He/she understands a high proportion of the points of detail and grasps opinions/ideas expressed in text of some complexity.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Assessment Guidelines

In preparing for this assessment, candidates should be encouraged to participate in different reading exercises, but will only be assessed on one set of texts, chosen as the most suitable to their vocational area.

Candidates will be required to read a folio of four work-related documents written in the target language, such as:

- an article intended for general readership related to field of study or work-related area (news/magazine article)
- a business article or text document on a work-related theme
- work-related correspondence such as a formal letter or similar item of business correspondence
- detailed information contained in a brochure, a booklet, a leaflet, an instructions manual, on a website, in promotional material or similar

Candidates could demonstrate their comprehension by one of the following methods:

- a short summary in English of each document and in the case of one of the documents to provide detailed information in English
- answers in English to a series of questions relating to the main themes and some specific content/detail of each of the four texts

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Outcome 4

Compose detailed documents in the target language in a wide range of work contexts

Knowledge and/or skills

- Use a wide variety of work-related vocabulary and contexts*
- Use appropriate written formats accurately*
- Use a range of polite/formal/semi formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance, as appropriate
- Use a variety of language to express ideas, opinions and/or points of view
- Use language which conveys information including elements of negotiation to make, amend and/or confirm arrangements
- Use and/or conform to cultural and written conventions appropriate to the task and context
- Use a range of familiar and some less commonly used technical terms relevant to the work or study context
- Use numerical data
- Use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- Use the present, past (imperfect and perfect, pluperfect or equivalents), future and conditional forms if/where appropriate
- Use a range of sentence structures in positive, negative, imperative and interrogative forms
- Use complex sentence structures including a range of language/expressions linking facts and ideas
- Use alternative terms and structures which modify register for different audiences and contexts
- Use dictionaries and/or other relevant reference sources (eg glossaries, model document formats) to convey meaning as necessary

Evidence Requirements

The **Writing** assessment will consist of one task.

The text produced, including conventional letter or similar conventional phraseology, should be in the range of 200–250 words in length.

The total time required for the Writing Assessment should not exceed 90 minutes.

The use of a dictionary and/or other relevant reference sources (eg glossaries, model document formats, notes containing standard letter/message/report formats and phraseology) is allowed.

The assessment should be conducted under controlled and supervised conditions.

Candidates should compose at least the minimum number of words (excluding addresses), however, those candidates who compose more will not be penalised but should try to restrict their communication to within the recommended length in order to minimise error.

Particular attention should be paid to the overall layout and register/tone of the communication which should be appropriate to the work-related context.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- compose a piece of a formal nature relating to a work-related context in order to request or provide information, using an appropriate format and register and demonstrating a high level of accuracy of language

Evidence for the Knowledge and/or Skills in this Outcome will be provided by an assessment that samples across the Knowledge and/or Skills. For the purposes of re-assessment a different instrument of assessment should be chosen.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that candidates are competent in the Outcome.

*Items of Knowledge and/or Skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or Skills' section of this Outcome above.

Performance overview

The candidate must be able to compose a piece of writing of the required length and adapt style as appropriate to subject and readers. The piece of writing is technically accurate and the content and style reflect the work or vocational context and requirements. Error is minor and does not impede in any way the understanding or presentation of the document contents.

Content

With the help of a dictionary and notes on writing formats, the candidate produces a piece of writing, at times of some complexity in the target language.

Information is presented in a clear and structured manner and incorporates all points of information required with some additional information and including the expression and development of points of views/opinions as/if required.

The candidate shows good awareness of the rules of grammar, appropriate to the level, with minimal or no error of a major nature. He/she use some complex sentences including a range of structure and vocabulary and makes appropriate use of memorised material and phraseology.

Higher National Unit specification: statement of standards (cont)

Unit title: ESOL for Work: Intermediate Operational

Assessment Guidelines

In preparing for this assessment, candidates should be encouraged to participate in different writing exercises but will only be assessed in one, chosen as the most suitable to their vocational area.

Candidates could be required to compose in the target language:

- a letter in the target language and in a context which is relevant to the candidate's field of study or work
- a short report in the target language and in a context which is relevant to the candidate's field of study or work

Documents will be composed in the target language and in a context which is relevant to the candidate's field of study or work. The initial compilation of the document will be under controlled and supervised conditions (hand-written or typed/word-processed). Where not produced in a typed/word-processed format then it could be transferred verbatim into such a format before final submission along with the original draft, but this is not mandatory. Extra time should be allocated to this. Attention should be paid to layout where appropriate.

Adequate time should be given to compose the document consulting both a dictionary and notes containing standard letter/message formats and phraseology.

However, it is suggested that the total time required for the Writing Assessment should not exceed 90 minutes. (Extra time may be given to candidates who wish to transfer a hand-written copy into a verbatim word-processed format at the discretion of the centre.)

If the assessment is hand-written and subsequently word processed, then both copies should be retained for moderation purposes.

Administrative Information

Unit code: F1HY 33

Unit title: ESOL for Work: Intermediate Operational

Superclass category: FK

Original date of publication: May 2007

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: ESOL for Work: Intermediate Operational

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 120 hours.

Guidance on the content and context for this Unit

This Unit is likely to form part of a number of Group Awards where it is recognised that knowledge of a modern language will either be a necessary or a beneficial skill for candidates when looking for employment.

It is the second of a suite of three triple-credit Units at Basic Operational (SCQF level 6), Intermediate Operational (SCQF level 6) and Advanced Operational levels (SCQF level 7).

It may be taught as part of a Group Award or as a free-standing Unit. If it is taught as part of a Group Award it is recommended that it should be taught within the subject area/context of the Group Award to which it contributes. As a free-standing Unit it may relate to the field of interest of the candidate but should be taught and assessed within a work-related context and social context related to work.

This Unit is expressed in generic terms but it should be related to a context which is familiar and relevant to the candidate and his/her field of study or work.

The Unit has also been devised to allow for the progression and development of language skills at an advanced level, generally or as part of an HNC or HND award.

The principle content of the Unit should be:

- personal/social information as it relates to a work context
- transactional contexts relating to the candidate's area of study or work

The Unit can be approached from the standpoint of a person working in a job context where he/she is required to deal face to face, on the phone and through some forms of written documentation or correspondence with clients, colleagues or contacts from the country where the target language is spoken, including possible contexts involving travel or employment in that country.

This Unit embeds the National Language Standards (revised 2005) for SVQ level 3 as published by CILT, the National Centre for Languages, 20 Bedfordbury, London, WC2N 4LB. It embodies and further develops the national standards at level 3.

The Unit is also benchmarked against a Higher pass at grade A.

Higher National Unit specification: support notes (cont)

Unit title: ESOL for Work: Intermediate Operational

Guidance on the delivery and assessment of this Unit

To successfully complete the Unit and achieve the Outcomes, the candidates will be required to develop all four language skills (Listening, Speaking, Reading, Writing) and appropriate language structures.

Although the Unit is expressed in generic terms, where possible, it should be related to a context that is familiar to candidates. This might involve a range of situations that a candidate will be required to deal with in the workplace, such as receiving and socialising with a visitor or dealing with work situations where use of the language studied may be required, eg in transacting business, making enquiries and arrangements, giving, receiving and exchanging information on products and services. This is most likely to occur in formal or semi-formal settings within the work context, including socialising with colleagues from or in the country where the target language is spoken.

While each of the four Outcomes refers to a separate skill which will be formally assessed discretely, it is assumed that tutors will teach skills in an integrative manner.

An opportunity for reassessment should be given where candidates do not achieve a Pass.

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit goes towards meeting the demands of:

- Written Communication (Reading) at Intermediate 1
- Written Communication (Writing) at Intermediate 2
- Oral Communication at Intermediate 2

Open learning

This Unit could be delivered by distance learning provided suitable assessment arrangements can be agreed for controlled assessment conditions.

For Outcomes 2, 3 and 4 of this Unit, arrangements would have to be made to ensure that the assessments are delivered in a supervised environment under controlled conditions.

Outcome 1 may have to be assessed in the presenting centre. The candidate may be required to travel to the centre if the telephone option is not appropriate, or if video-conferencing or similar interactive facilities are not available.

Higher National Unit specification: support notes (cont)

Unit title: ESOL for Work: Intermediate Operational

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* **(www.sqa.org.uk)**.

General information for candidates

Unit title: ESOL for Work: Intermediate Operational

This Unit is designed to equip you with the ability to deal with a number of commonly arising situations in the workplace that involve using another language. It is primarily intended for candidates who expect to take up a post where some knowledge of the language would be beneficial or essential, or for those who want to enhance their career prospects or facilitate their mobility in employment.

The Unit may be studied alone or as a means to proceed to further study, including the HN Unit: *ESOL for Work: Advanced Operational*.

This Unit involves the kind of tasks that a person working in a company or organisation dealing with international clients may be expected to perform, either in the UK or abroad. To help you gain this ability you will develop all the skills necessary to function in another language at this level, including intercultural competence. You will also increase your knowledge and understanding of essential and more complex structures of the language you are studying. The language tasks will be practical and related to the context of work. You will be encouraged to work with other candidates in pairs or small groups, and role-play may form an important part of the Unit. There will also be a requirement for private study. Your tutor will guide you on this.

In order to complete this Unit successfully, you will be required to complete a range of tasks in which you will demonstrate that you can use the language in a variety of situations. You must also achieve a satisfactory level of performance in four assessments which test the skills of Speaking, Listening, Reading and Writing. These will be conducted under controlled and supervised conditions, generally towards the end of the Unit. In some assessments the use of dictionaries will be allowed and you may be able to refer to notes which give standard written formats in the target language (eg letter formats). Written pieces of work will be kept in a folio by your tutor and you may keep copies of them. Assessments will take place over a period of time on separate occasions during classes/tuition and will vary in length.

The **Speaking Assessment** may be in the form of a conversation, a role-play scenario with your tutor or another speaker of the target language or a short presentation on a familiar topic. You will do one of these tasks which will last about 8–10 minutes. You will practice these in class and will be given an outline of what you need to do a few days before the assessment. The speaking assessment may be on a face-to-face basis with the tutor, in a small group or on the telephone.

For the **Listening Assessment** you will hear an item, or a series of short items, in the target language. You will need to answer questions in English or make a summary in English of what you have heard to show that you have understood the main themes and some specific details of the listening item or items. The listening item or items will be of a straightforward, factual nature (for instance, a short presentation, a public announcement, a TV or radio extract) relating to a topic related to your field of study or work. The listening item/s will be of 4–5 minutes in total and you will be able to hear them three times. Adequate time (up to 75 minutes in total) will be given for you to complete this task.

General information for candidates (cont)

Unit title: ESOL for Work: Intermediate Operational

For the **Reading Assessment** you will be given four written texts. For example:

- an article or text document on a work-related topic or theme
- a letter written in a work context
- information contained in a brochure, leaflet, manual, article, website, promotional material or similar

The total length/word-count of texts will be within the range of 750–900 words. You may be asked to compose a short summary of what the text is about in English. In one case you may be asked to read the text in detail and give detailed information in English about the text. You may alternatively be asked to write answers in English to a series of questions on each of the texts. No prior information will be given about the contents of the texts, but they will be related to your field of study or work and you will be allowed to use a dictionary. You may be asked to look at the texts separately on different occasions in class or all together as a folio. Adequate time (up to 120 minutes) will be allocated for you to complete these reading tasks.

For the **Writing Assessment** you will be asked to compose a letter or short report (200–250 words in length) relating to an aspect of your field of study or work.

You will be allowed to use a dictionary and to refer to notes giving standard letter or report formats and phrases. You will be given up to 90 minutes to complete this task.

If you do not achieve a Pass in any of the assessment tasks there will be an opportunity to be re-assessed.

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit goes towards meeting the demands of:

- *Written Communication (Reading)* at Intermediate 1
- *Written Communication (Writing)* at Intermediate 2
- *Oral Communication* at Intermediate 2