

Draft National Unit Specification



Unit title: ESOL for Everyday Life (Access 3)

SCQF: level 3 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the language skills needed for everyday life in familiar personal and social contexts. Learners develop the skills of listening and talking, reading, and writing using simple English language.

Learners who complete this Unit will be able to:

- 1 Understand simple language written in English
- 2 Produce written English using simple language
- 3 Understand simple language spoken in English
- 4 Communicate orally in English using simple language

This Unit is a mandatory Unit of the Access 3 ESOL Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 ESOL Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Understand simple language written in English by:

- 1.1 Identifying some basic aspects of the overall purpose and some main points
- 1.2 Locating a simple opinion
- 1.3 Identifying examples of the basic features of layout

Outcome 2

The learner will:

2 Produce written English using simple language by:

- 2.1 Using basic structures and vocabulary, as appropriate to purpose and audience
- 2.2 Using basic grammar, spelling and punctuation sufficiently accurately, as appropriate to purpose and audience
- 2.3 Using basic conventions of style and layout, as appropriate to purpose and audience

Outcome 3

The learner will:

3 Understand simple language spoken in English by:

- 3.1 Identifying some basic aspects of the overall purpose and some main points
- 3.2 Identifying a simple opinion

Outcome 4

The learner will:

4 Communicate orally in English using simple language by:

- 4.1 Using basic structures and vocabulary, as appropriate to purpose and audience
- 4.2 Communicating sufficiently accurately and coherently
- 4.3 Maintaining basic interaction, as appropriate to purpose and audience

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of:

- ◆ understanding at least one text of simple language written in English
- ◆ understanding at least one activity of simple language spoken in English
- ◆ producing at least one example of written English using simple language
- ◆ communicating orally in at least one activity in English using simple language

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the Unit *ESOL in Context*. Evidence may also be gathered for individual Outcomes where appropriate.

Contexts will be drawn from at least one familiar personal or social context.

Evidence of reading can be gathered using one source, or more, and can include written, print, or digital texts. Learners may use a glossary of key terms likely to prove difficult, as appropriate.

Evidence of writing can be presented in either written or digital form. Learners can use a dictionary, as appropriate. Further information on the kind of support learners may have is shown in the *Unit Support Notes*.

Evidence of listening can be gathered from one activity, or more. Evidence of listening gathered from learners' interactions, such as conversations, discussions or presentations, can be either stated or implied by responding appropriately. Evidence of listening can also be gathered through the use of audio, moving image, web-based or other digital media.

Evidence of talking can include learners' interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Learners can support their evidence of talking with visual and audio aids, such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

All Assessment Standards must be achieved in each piece of evidence.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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