



## Access 3 ESOL

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## Draft National Course Specification

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Access 3 ESOL

**SCQF:** level 3 (18 SCQF credit points)

**Course code:** to be advised

### Mandatory Units

ESOL for Everyday Life (Access 3)

9 SCQF credit points

ESOL in Context (Access 3)

9 SCQF credit points

## Recommended entry

Entry to this Course is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

## Progression

This Course or its components may provide progression to:

- ◆ other qualifications in ESOL or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

## Equality and inclusion

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

Language and literacy are of personal, social and economic importance. Learners' ability to use language lies at the centre of the development and expression of their emotions, thinking, learning, and sense of personal identity.

The Access 3 ESOL Course provides learners with the opportunity to develop skills in listening and talking, reading, and writing, which are essential for learning, life and work; and to develop their ability to communicate their thoughts and feelings and respond to those of other people.

The Course provides learners whose first language is not English with the opportunity to use different media effectively for learning and communication, and to develop an understanding of how language works and use language to communicate ideas and information in English.

The Course also provides learners with the opportunity to develop personal, interpersonal and team working skills and independent learning; to enhance their enjoyment and their understanding of their own and other cultures; and to explore the interconnected nature of languages.

The Course provides learners with the opportunity to develop appropriate skills in listening and talking, reading, and writing, in practical and relevant contexts.

Learners encounter a wide range of different types of texts in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

## **Purpose and aims of the Course**

The main purpose of the Course is to develop the skills of listening and talking, reading, and writing, in order to understand and use English language for learners whose first language is not English.

As learners develop their language skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to carry out new and more challenging tasks in a variety of situations.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- ◆ listen and talk, read, and write in English, as appropriate to purpose, audience and context
- ◆ understand and use English language, as appropriate to purpose, audience and context
- ◆ apply knowledge of English language

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read, and write in English.

Successful completion of Access 3 ESOL represents a level of competence closely linked to Basic User level on the Common European Framework of Reference for Languages (CEFR).

## **Information about typical learners who might do the Course**

The Course provides flexibility, personalisation and choice to enable learners whose first language is not English to achieve in different ways and at a different pace.

The Course provides opportunities for learners to build on prior learning.

The Course is designed to be accessible.

The Course provides opportunities for vertical and lateral progression to National Courses, and to other SQA qualifications in ESOL and other related fields.

## **Course structure and conditions of award**

### **Course structure**

This Course is made up of two mandatory Units. The two Units include the four language skills of listening and talking, reading, and writing. The Course provides the opportunity to integrate these language skills across the Units.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

#### **ESOL for Everyday Life (Access 3)**

The purpose of this Unit is to develop the language skills needed for everyday life in familiar and routine personal, social and transactional contexts. This Unit provides learners with the opportunity to develop the skills of listening and talking, reading, and writing, using simple English language.

#### **ESOL in Context (Access 3)**

The purpose of this Unit is to develop the language skills needed for familiar and routine work- and study-related contexts. This Unit provides learners with the opportunity to develop the skills of listening and talking, reading, and writing, using simple English language. In this Unit, the contexts of either work or study will be personalised to meet the needs of learners.

## **Conditions of award**

To achieve the Access 3 ESOL Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

## **Skills, knowledge and understanding**

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

These include:

- ◆ listening and talking, reading, and writing skills in English, as appropriate to purpose, audience and context
- ◆ knowledge required to understand simple English language, as appropriate to purpose, audience and context
- ◆ knowledge required to use simple English language, as appropriate to purpose, audience and context

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

## Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

### Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **ESOL for Everyday Life (Access 3)**

Learners will be required to provide evidence of their listening and talking, reading, and writing skills. Learners will demonstrate their ability to listen and talk, read, and write as appropriate to purpose and audience, in familiar, routine personal, social and transactional contexts. Learners will be required to provide evidence of their knowledge of simple English language.

#### **ESOL in Context (Access 3)**

Learners will be required to provide evidence of their listening and talking, reading, and writing skills. Learners will demonstrate their ability to listen and talk, read, and write as appropriate to purpose and audience, in familiar, routine work-related or study-related contexts. Learners will be required to provide evidence of their knowledge of simple English language.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course 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**

- 5.2 Understanding

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

## Administrative information

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**Published:** October 2011 (version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.