



## **Unit specification: general information**

**Unit title:** ESOL for Work – Writing

**Unit code:** F366 04

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 002

## **Summary**

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at SCQF Level 5. It has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. While studying this Unit candidates will develop their level of competence in the skills of writing in English for work purposes. Candidates undertaking this Unit will already have a reasonable command of English and will develop their ability to communicate in written English in work contexts.

## **Outcomes**

1. Plan, edit and draft in order to produce written text to communicate information with some awareness of a work-related audience
2. Plan, edit and draft in order to write to communicate information and ideas in an appropriate register, relevant to a work-related context

**N.B. This Unit forms part of an integrated programme leading to a Certificate at SCQF Level 5 with the Skills of Speaking, Listening and Reading assessed at SCQF Level 5, and with provision for Writing to be assessed at SCQF Level 4.**

## **Recommended entry**

Candidates wishing to undertake this qualification should be able to demonstrate competence in ESOL at a level equivalent to SCQF Level 4. However, as far as the skill of Writing is concerned, they should be able to demonstrate competence in ESOL at a level equivalent to SCQF Level 3. Where a candidate does not have a recognised ESOL qualification at a comparable level, entry is at the discretion of the centre. Centres are encouraged to give recognition to prior learning, for example by means of a short, informal diagnostic test.

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### **Credit points and level**

1 National Unit credit at SCQF level 4: (3 SCQF credit points at SCQF level 4\*)

*\*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.*

## **Unit specification: statement of standards**

### **Unit title:** ESOL for Work – Writing

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Plan, edit and draft in order to produce written text to communicate information with some awareness of a work-related audience

#### **Assessment Criteria**

- (a) Communicates message effectively.
- (b) Uses sufficiently accurate grammar and spelling to convey message.
- (c) Completes routine work-related forms appropriately.

### **Outcome 2**

Plan, edit and draft in order to write to communicate information and ideas in an appropriate register, relevant to a work-related context

#### **Assessment Criteria**

- (a) Communicates relevant ideas and opinions appropriate to purpose.
- (b) Uses sufficiently accurate grammar and spelling to convey message.
- (c) Uses a reasonably wide range of vocabulary appropriately

## Unit specification: statement of standards (cont)

**Unit title:** ESOL for Work – Writing

### Evidence Requirements for this Unit

Performance and written evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Assessment Criteria for this Unit.

The evidence may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

Candidates are expected to develop their skills in the broad vocational context of work

### Outcomes 1 and 2

For Outcomes 1 and 2, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- two pieces of writing for work purposes (one for each outcome)

The writing tasks will be on different aspects of work-related written communication and can be completed at different times.

For Outcome 1 candidates may produce a maximum of two drafts of the written piece which will be retained as evidence. Candidates will then check the draft(s) and produce the final written piece. They will have access to monolingual dictionaries and will carry out the work on their own, under supervision. The total of the written piece will be approximately 120 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

For Outcome 2 candidates may produce one piece of text on a work related theme. The text(s) may be produced in relation to any aspect of their chosen work related context and may consist of an email or formal letter on a specific aspect of their work related context. The total word count should be approximately 150. They will have access to monolingual dictionaries and will carry out the work on their own, under supervision. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

**NB: If a box or grid is provided for a writing task, this must NOT limit the space a candidate needs to write their answer. Please ensure that your candidates know they can ask for additional sheets of paper.**

At this level, when writing, it can be expected that there will be:

- some inaccuracies in structures and vocabulary

## Unit specification: support notes

### Unit title: ESOL for Work – Writing

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 30 hours.

### Guidance on approaches to assessment for this Unit

**SQA Assessments for this Unit exemplify the national standard. Centres who wish to design their own assessments should refer to the Assessments to ensure a comparable standard.**

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit'. Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required, an alternative task should be selected and assessment should be carried out under these same conditions.

Candidates should be given a clear understanding of the timing, conditions and nature of Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/tutor/lecturer.

The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

In relation to each Outcome, the following guidance is given: **N.B. this guidance is particularly important where a centre chooses to design its own assessment.**

#### **Outcome 1 - Plan, edit and draft in order to produce written text to communicate information with some awareness of a work-related audience**

Candidates should be made aware that evidence will be in the form of a maximum of two drafts and a final version of their written text, and that the text should have a total of approximately 120 words. The draft(s) and final version will be produced by the candidate on his/her own, under supervision. Monolingual dictionaries may be used. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

The draft(s) and final version will be produced by the candidate on his/her own, under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

## Unit specification: support notes

**Unit title:** ESOL for Work – Writing

### Guidance on approaches to assessment for this Unit (cont)

#### **Outcome 2 - Plan, edit and draft in order to write to communicate information and ideas in an appropriate register, relevant to a work-related context**

Candidates should be made aware that evidence will be in the form of one text on a work-related theme. They should be advised that text may be produced in relation to any aspect of their chosen work related context and may consist of an email or formal letter on a specific aspect of their work related context. They should be advised that the total word count should be approximately 150 words. They will have access to monolingual dictionaries and will carry out the work on their own, under supervision. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

When preparing candidates they should be given practice in drafting and redrafting written work. Since use of a dictionary is permitted when producing the evidence, candidates should be accustomed to using this as they write.

While being prepared for producing their draft(s) and final version, candidates need to be made aware of the drafting process. The original draft(s), including any lecturer/tutor/teacher comments and the final version must be retained by the centre.

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises writing skills together with the skills of reading, listening and speaking. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a work context. Care should be taken not to select material that is culturally loaded.

**Note:** for further information and guidance on Teaching and Learning for this unit and for the complete Certificate in ESOL for Work at SCQF Level 5, please refer to the support pack: **Guidance on Teaching and Learning: The Certificate in ESOL for Work at SCQF Level 5**

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## Unit specification: support notes

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### History of changes to Unit

Version	Description of change	Date
002	Updated to new Unit Shell and clarification about credit value added.	March 2011

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