



Unit specification: general information

Unit title: ESOL for Work – Reading

Unit code: F367 04

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Summary

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at SCQF Level 4. 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 skill of reading in English for work purposes. Candidates undertaking this Unit will already have a basic command of English and will develop their ability to understand written English in work contexts.

Outcomes

1. Recognise and demonstrate an understanding of the purpose of a text in work related contexts
2. Recognise purpose and comprehend relevant specialist key words and phrases related to specific work context(s)
3. Access and use appropriately a range of related text types to obtain specific information within a work related context

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 National Unit credit at SCQF level 4: (6 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 – Reading

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

Recognise and demonstrate an understanding of the purpose of a text in work related contexts

Assessment Criteria

- (a) Identifies overall purpose, main points and aspects of detail of the text.
- (b) Identifies features of the layout, and aspects of register, of the text.

Outcome 2

Recognise purpose and comprehend relevant specialist key words and phrases related to specific work context(s)

Assessment Criteria

- (a) Identifies overall purpose of text.
- (b) Uses appropriate reading strategies to identify relevant key words and phrases.
- (c) Demonstrates an understanding of specialist key words from context.

Outcome 3

Access and use appropriately a range of related text types to obtain specific information within a work related context

Assessment Criteria

- (a) Uses appropriate reading skills to access information.
- (b) Uses organisational and visual features of written texts, including graphic information and images, to locate information in a work related context.

Unit specification: statement of standards (cont)

Unit title: ESOL for Work – Reading

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. Candidates are expected to provide evidence in work related topics for each Outcome.

Outcome 1

A practical reading assignment will be set for candidates. Evidence will be produced in response to a clear candidate brief and must consist of one comprehension text taken from a general work related theme and based in a work related context.

A task will be set for the candidate that requires him/her to complete a series of questions and/or follow a series of instructions that demonstrate their understanding and recognition of the purpose(s) of the text.

This assessment will take the form of a test that will last 20 minutes. The test will be conducted in controlled, supervised conditions. It is likely that the test will be conducted towards the end of the Unit.

Monolingual dictionaries may be used.

Outcome 2

A practical work related task will be set within a context that requires the candidate to act upon and/or respond to texts that consist of specialist key terms (e.g. Accident Reporting, Health and Safety Regulations, Signage, etc...).

This assessment will consist of a test paper that will last 30 minutes. This will require the candidate to answer a series of questions in a manner that demonstrates an understanding of, and an ability to define, key specialist terms.

Dictionaries may **NOT** be used for this Outcome.

Unit specification: statement of standards (cont)

Unit title: ESOL for Work – Reading

Evidence Requirements for this Unit (cont)

Outcome 3

A practical work related task will be set that requires the candidate to select information from an authentic text and an additional source, in the form of a diagram, table or graph, to complete an information gap text drawn from a work related context (e.g. an invoice, order, work record, Health and Safety report) in response to a series of questions.

This assessment will take the form of a test that will last 20 minutes. The test will be conducted in controlled, supervised conditions. It is likely that the test will be conducted towards the end of the Unit.

Monolingual dictionaries may be used.

Unit specification: support notes

Unit title: ESOL for Work – Reading

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 60 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. Centres choosing to design their own assessments MUST submit these to SQA for verification prior to use.**

Outcome 1 – Recognise and demonstrate an understanding of the purpose of a text in work related contexts

The texts used may include articles and reports from newspapers and magazines, journals, correspondence and extracts from books and the Internet. Candidates will be expected to demonstrate understanding of the text by answering a series of questions. Appropriate types of questions would be:

- completion of diagrams, tables and charts
- note taking
- sentence completion
- classification
- open/closed
- summarising

In order to make use of authentic texts the number of words may vary according to text type

Unit specification: support notes

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Guidance on approaches to assessment for this Unit (cont)

and to the skills being tested. The candidate will be given 20 minutes to complete the task. Monolingual dictionaries may be used.

Outcome 2 - Recognise purpose and comprehend relevant specialist key words and phrases related to specific work contexts.

The texts used may include material adapted from authentic manuals, instruction booklets, vocational training texts and texts adapted from Health and Safety documentation. It may also include illustrations, signs, notices taken from specific workplace texts and materials. Candidates will be expected to read the text and answer a series of questions.

This assessment will consist of a test paper. This will require the candidate to answer a series of questions in a manner that demonstrates an understanding of, and an ability to define, key specialist terms.

The text will be on the theme of Work and will contain a range of specialist key terms that relate to **EITHER** a specific work context (e.g. Catering) **OR** a general work context (e.g. Signage). In order to make use of authentic texts the number of words may vary according to text type and to the skills being tested. The candidate will be given 30 minutes to complete the task. **Dictionaries may NOT be used.**

Outcome 3 – Access and use appropriately a range of related text types to obtain specific information within a work related context.

A practical task will be set that requires the candidate to select and handle information from a short text and **EITHER** a table, a diagram, a graph, an image **OR** a chart, to fill in the details in a work related-form, for example an invoice, an order or a requisition, taken from a work-related context.

The text will be on the theme of Work. In order to make use of authentic texts the number of words may vary according to text type. The table, diagram, chart, or image will be directly related to the text. This assessment will last 20 minutes. Monolingual dictionaries may be used.

In Unit assessments candidates will be expected to demonstrate their understanding of reading by attempting a series of questions. Learning and teaching should include time for candidates to practise answering these types of questions. Appropriate question/activity types for candidates to practise can be found in the Tutor Support pack.

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading skills and techniques for meeting the assessment criteria successfully by using reading texts in parallel with worksheets, discussion tasks, and a variety of material that requires a response to the texts. 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.

Unit specification: support notes

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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 4, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work SCQF Level 4.**

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

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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