



## **Unit specification: general information**

**Unit title:** ESOL for Work – Speaking and Listening

**Unit code:** F369 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 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 skills of speaking and listening in English for work purposes. Candidates undertaking this Unit will already have a basic command of English and will develop their ability to understand and communicate in English in work contexts.

## **Outcomes**

1. Speak to communicate in work-related contexts
2. Engage in paired discussion in work-related contexts
3. Listen and respond appropriately to demonstrate understanding of English in work-related contexts

## **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 – Speaking and Listening

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**

Speak to communicate in work-related contexts

#### **Assessment Criteria**

- (a) Uses a range of structures and vocabulary appropriate to purpose and context.
- (b) Pronounces words sufficiently well to convey meaning.
- (c) Speaks sufficiently fluently and coherently to convey meaning.
- (d) Presents information and ideas in a logical sequence

### **Outcome 2**

Engage in paired discussion in work-related contexts

#### **Assessment Criteria**

- (a) Makes relevant contributions to discussion.
- (b) Uses a range of structures and vocabulary appropriate to purpose and context.
- (c) Uses communication skills appropriately, including turn-taking, to allow discussion to develop.

### **Outcome 3**

Listen and respond appropriately to demonstrate understanding of English in work-related contexts

#### **Assessment Criteria**

- (a) Identifies the overall context and main points of the listening text.
- (b) Identifies aspects of detail and instruction.
- (c) Uses appropriate strategies to clarify, confirm and act upon instruction. **(TASK C ONLY)**

## **Unit specification: statement of standards (cont)**

**Unit title:** ESOL for Work – Speaking and Listening

### **Evidence Requirements for this Unit**

Assessor Checklists and recorded oral 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. All assessments are internal.

Candidates are expected to develop their skills in the broad vocational context of work. Candidates are expected to provide evidence from relevant work contexts for each Outcome. Evidence may be provided from an integrated assessment taken jointly with another Unit from the Certificate in ESOL for Work SCQF Level 4 (i.e. Reading and/or Writing).

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

- inaccuracies in structure and vocabulary
- repetition and hesitation

### **Outcome 1**

A practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must consist of a prepared talk on a work-related theme in a work-related context:

- one prepared talk in a work context lasting 2 – 3 minutes

Candidates will have a clear brief which will provide them with the opportunity to achieve the Assessment Criteria. The prepared talk will be observed by the assessor and a completed assessor checklist must be retained as evidence along with the recorded spoken evidence.

### **Outcome 2**

A practical language task should be set for candidates. Evidence will be produced in response to a clear candidate brief and must consist of a two-way discussion, set within a work-related context.

- one paired discussion lasting for 5 - 6 minutes

Candidates will have a clear brief which will provide them with the opportunity to achieve the Assessment Criteria. A completed assessor checklist must be retained as evidence along with the recorded spoken evidence. Candidates will be given 10 minutes to read through the material and familiarise themselves with the context before the assessment takes place.

Monolingual or bilingual dictionaries may be used at the preparation stages for Outcomes 1 and 2.

## Unit specification: statement of standards (cont)

**Unit title:** ESOL for Work – Speaking and Listening

### Evidence Requirements for this Unit (cont)

#### Outcome 3

Candidates will demonstrate their understanding of spoken English by listening to short texts in a work-related context. The text will be approximately 3-5 minutes duration and will be heard twice. Candidates will have 5 minutes to read the questions before the recording begins. They will also have 3 minutes between the two recordings.

Candidates will then attempt a series of questions or responses to instructions related to the text. The test will be conducted under closed-book conditions and will have a time limit of up to 45 minutes, although in reality it might be expected to be considerably shorter. It is likely that the test will be conducted towards the end of the Unit. The listening text will be drawn from work-related contexts and the assessment should be conducted under standard test conditions. The listening text may be a recorded text, suitable for assessing a group of candidates. However, to allow for maximum flexibility of assessment a “live” listening is also possible, which may be suitable for assessing single candidates in the workplace.

- one listening test lasting up to 45 minutes (live or recorded)

Both listening test models will provide candidates with a clear brief which will provide them with the opportunity to achieve the Assessment Criteria. The listening test will be conducted by the assessor and the completed answer sheets and question papers will be retained as evidence. **A “live” listening text must first be validated by the SQA.**

Dictionaries may **NOT** be used for Outcome 3.

## Unit specification: support notes

### Unit title: ESOL for Work – Speaking and Listening

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 - Speak to communicate in work-related contexts

Candidates' prepared talks should reflect work-related situations that they may encounter in the workplace. The candidates should be given sufficient preparation time for the speaking assessment and should be encouraged to ask for clarification of the task, if necessary, before they are assessed. The talk should not be memorised or read out but brief headings on card could be used by the candidate as prompts.

The prepared talk will last 2-3 minutes.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for Unit assessment. Assessor checklists and recorded oral evidence must be retained to provide evidence that candidates have satisfied all Assessment Criteria.

## Unit specification: support notes

**Unit title:** ESOL for Work – Speaking and Listening

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

#### Outcome 2 - Engage in paired discussion in work-related contexts

Candidates should be made aware that evidence will be in the form of a paired discussion. Opportunities should be provided to practise this type of task, although the candidate will not be provided with the specific task until the assessment.

The final discussion will be between two candidates under the supervision of the assessor. An assessor checklist will support this task and recorded evidence of the discussion will be provided.

The discussion will last 5-6 minutes.

In preparing for this outcome, candidates should be given practice in discussion work. If it is not possible to pair 2 candidates, the tutor can either ask any confident ESOL speaker/supportive monolingual peer to take part in the discussion or fulfil that role themselves. Additional practice opportunities should be provided in this situation to allow natural turn-taking to take place.

#### Outcome 3 – Listen and respond appropriately to demonstrate understanding of English in work-related contexts

During the listening element of the assessment, candidates will hear short texts, of about 3-5 minutes duration, on a work theme. The text will be heard twice. Candidates will have 5 minutes to read the questions before the recording begins. They will also have 3 minutes between the two recordings.

In the case of “live” listening texts this should be accomplished as naturally as possible by repetition of phrases and sentences rather than by a continuous repetition of the whole text. Candidates will be expected to demonstrate an understanding of the text by answering a series of questions or acting upon a set of instructions.

Further guidance on “live” listening can be found in the Tutor Support Pack

The candidate may be given 30 minutes to complete the task. The total time for this assessment should be no more than 45 minutes.

**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.**

## **Unit specification: support notes**

**Unit title:** ESOL for Work – Speaking and Listening

### **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)

## 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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