



Unit specification: general information

Unit title: ESOL for Work – Speaking and Listening

Unit code: F36A 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 speaking and listening in English for work purposes. Candidates undertaking this Unit will already have a reasonable 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. Listen and respond appropriately in work-related contexts
3. Engage in discussion in work-related contexts

Recommended entry

Candidates wishing to undertake this qualification should be able to demonstrate competence in ESOL at a level equivalent to SCQF 4. 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.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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) Speaks clearly, using a register appropriate to the work-related situation.
- (b) Uses a sufficiently wide and accurate range of vocabulary and grammatical structures.
- (c) Communicates with sufficient fluency and coherence to convey meaning.
- (d) Presents information and ideas in a logical sequence, including detail, developing ideas where appropriate.

Outcome 2

Listen and respond appropriately in work-related contexts

Assessment Criteria

- (a) Listens for and identifies relevant information from a straightforward work-related interaction.
- (b) Listens for and understands detail from a straightforward work-related interaction.

Outcome 3

Engage in discussion in work-related contexts

Assessment Criteria

- (a) Follows a straightforward work-related discussion.
- (b) Makes appropriate contributions relevant to a work-related situation.
- (c) Uses communication skills, including turn-taking, to allow discussion to evolve and develop naturally.

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 in work topics 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 5 (i.e. Reading and/or Writing).

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

- some inaccuracies in structure and vocabulary
- slight 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 3–4 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. Monolingual dictionaries may be used in preparation for this prepared talk.

Outcome 2 & 3

For Outcomes 2 and 3, candidates will demonstrate their understanding of listening and speaking in English in work-related contexts by attempting a two part test. The test will be conducted under controlled, supervised conditions. The listening text (outcome 2) will be heard twice and immediately followed by the paired interaction speaking task (outcome 3).

Dictionaries may not be used

Outcome 2:

One listening text on a work-related theme of 2-3 minutes duration; the text will be heard twice and this section will last a maximum of 15 minutes. This will include 3 minutes for candidates to read the questions before the recording begins. This part of the test will be conducted under closed-book conditions.

Unit specification: statement of standards (cont)

Unit title: ESOL for Work – Speaking and Listening

Evidence Requirements for this Unit (cont)

Outcome 3:

One paired interaction lasting 6-8 minutes related to the Listening text.

Candidates will have a clear brief which will provide them with the opportunity to achieve the Assessment Criteria. The interaction should be ideally between two candidates. When there is only one candidate the tutor or supportive monolingual peer may take the role of interlocutor, but should encourage the candidate to take an equal role. 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. They may make brief notes (bullet points/mind maps etc.) which they may refer to during the speaking assessment.

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.**

Outcome 1 - Speak to communicate in work-related contexts

Candidates' prepared talks should reflect work-related situations. 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 3-4 minutes.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for Unit assessment. Assessor checklists and audio or video recordings 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 - Listen and respond appropriately in work-related contexts

During the listening element of the assessment, candidates will hear one text, of about 2-3 minutes duration, on a work theme. The text will be heard twice. 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.

The candidate will be given a maximum of 15 minutes to complete the task.

Outcome 3 - Engage in discussion in work-related contexts

Candidates should be made aware that evidence will be in the form of a paired interaction related to the listening text in Outcome 2, lasting 6-8 minutes. Opportunities should be provided to practise this type of task, although the candidate will not be provided with the specific task until the assessment takes place.

The final discussion will be between two candidates under the supervision of the assessor or produced by the candidate with an assessor. An assessor checklist will support this task and recorded evidence of the discussion will be provided.

When preparing candidates should be given practice in discussion work and turn taking.

If it is not possible to pair 2 candidates, the tutor can either ask any confident ESOL speaker or supportive 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.

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

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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