



CERTIFICATE IN ESOL FOR WORK NQF ENTRY 3

UNIT SPECIFICATIONS

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CERTIFICATE IN ESOL FOR WORK NQF ENTRY 3

UNIT SPECIFICATION: Speaking and Listening

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Note: for further information and guidance on Teaching and Learning for this unit and for the complete Certificate in ESOL for Work at NQF Entry 3, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work NQF Entry 3.**

Unit Specification: Speaking and Listening

SUMMARY

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at NQF Entry 3. 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.

GUIDED LEARNING HOURS

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

Statement of Standards

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)**

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 NQF Entry 3 [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.

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.

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.

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.

CERTIFICATE IN ESOL FOR WORK NQF ENTRY 3

UNIT SPECIFICATION: Reading

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Note: for further information and guidance on Teaching and Learning for this unit and for the complete Certificate in ESOL for Work at NQF Entry 3, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work NQF Entry 3**.

Unit Specification: Reading

SUMMARY

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at NQF Entry 3. 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.

GUIDED LEARNING HOURS

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

Statement of Standards

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.

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.

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.

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 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.

CERTIFICATE IN ESOL FOR WORK NQF ENTRY 3

UNIT SPECIFICATION: Writing

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Note: for further information and guidance on Teaching and Learning for this unit and for the complete Certificate in ESOL for Work at NQF Level 1, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work NQF Level 1.**

Unit Specification: Writing (NQF Entry 2)

SUMMARY

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at NQF Entry Level 3. 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 basic command of English and will develop their ability to communicate in written English in work contexts.

OUTCOMES

1. Write in English in a work related context to record and present information
2. Write to produce legible, work-related text

N.B. This Unit forms part of an integrated programme leading to a joint award at Entry 3 with the Skills of Speaking, Listening and Reading assessed at Entry 3, and with Writing assessed at Entry 2.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

GUIDED LEARNING HOURS

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 30 hours.

Statement of Standards

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 Write in English in a work related context to record and present information

Assessment Criteria

- a) Uses grammar, spelling and punctuation sufficiently well to convey meaning
- b) Recognises conventions of style and format which are appropriate to purpose and audience

OUTCOME 2 Write to produce legible, work-related text

Assessment Criteria

- a) Produces handwritten text that is sufficiently clear to convey meaning
- b) Correctly spells common words and relevant key words for work
- c) Writes relevant simple and compound sentences

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:

- ◆ one piece of writing for work purposes (which must be handwritten)
- ◆ one piece of writing for work purposes (which must be handwritten)

The writing tasks can 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 or bilingual dictionaries and will carry out the work on their own, under supervision. 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 be approximately 80 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 or more pieces of written text on a work related theme. The text(s) may be produced in relation to any aspect of their chosen work related context. The texts must be handwritten. They will have access to monolingual or bilingual 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.

The total of the two written pieces should be around 150 words.

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

- ◆ inaccuracies in structures and vocabulary

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.

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' in the Statement of Standards. 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 Write in English in a work related context to record and present information

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 be approximately 80 words. 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.

OUTCOME 2 Write to produce legible, work-related text

Candidates should be made aware that evidence will be in the form of one or more pieces of written text on a work related theme. They should be advised that text(s) may be produced in relation to any aspect of their chosen work related context. Candidates may require advice from their teachers/tutors/lecturers on the type of material that may be suitable. They should be advised that the total word count should be approximately 70 words, that the texts must be handwritten and that they will have access to monolingual and bilingual 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. Writing tasks will arise out of what is being listened to, studied, discussed or read in general classroom activity. 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.

