



CERTIFICATE IN ESOL FOR WORK NQF LEVEL 1

UNIT SPECIFICATIONS

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CERTIFICATE IN ESOL FOR WORK NQF LEVEL 1

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 Level 1, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work NQF Level 1.**

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 Level 1. 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 Entry 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.

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) 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

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 NQF Level 1 [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.

OUTCOMES 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.

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 familiarize 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.

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.

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.

CERTIFICATE IN ESOL FOR WORK NQF LEVEL 1

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 Level 1, please refer to the support pack: **Guidance on Teaching and Learning: Certificate in ESOL for Work NQF Level 1.**

Unit Specification: Reading

SUMMARY

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at NQF Level 1. 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 reasonable command of English and will develop their ability to understand written English in work contexts.

OUTCOMES

1. Use different reading strategies to find and obtain information from work-related sources
2. Obtain specific information from work-related sources

RECOMMENDED ENTRY

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

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 Use different reading strategies to find and obtain information from work-related sources

Assessment Criteria

- a) Understands information in a work-related text
- b) Identifies main points and specific detail in a work-related text
- c) Infers meaning in a work-related text

OUTCOME 2 Obtain specific information from work-related sources

Assessment Criteria

- a) Uses organisational and structural features such as grammar and punctuation, to locate information in a work-related text
- b) Uses an appropriate reading strategy to retrieve relevant information in a work-related text

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.

The text will consist of approximately 400 words. 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 a maximum of 40 minutes. The test will be conducted in supervised conditions. It is likely that the test will be conducted towards the end of the Unit. Monolingual dictionaries may be used.

This part of the test will be conducted under open-book conditions.

OUTCOME 2

A practical work related task which tests the skill of scanning. There will be 10 minutes preparation time for candidates to read the questions. A further 10 minutes will be allowed to scan the text and answer the questions. Monolingual dictionaries may be used during the preparation time but may NOT be used to answer the questions.

This assessment will consist of table completion, matching and/or open-ended questions. This will require the candidate to answer a series of questions that demonstrates an ability to scan texts of approximately 700 words effectively and be able to identify specific details.

This part of the test will be conducted under closed-book conditions.

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 Use different reading strategies to find and obtain information from work-related sources

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
- ◆ multiple choice
- ◆ classification
- ◆ open/closed
- ◆ summarising

One text of approximately 400 words on a work theme will be used. In order to make use of authentic texts the number of words may vary according text type and to the skills being tested. The candidate will be given a maximum of 40 minutes to complete the task. Monolingual dictionaries may be used.

OUTCOME 2 Obtain specific information from work-related sources

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 specific workplace texts and materials. Candidates will be expected to read the text and answer a series of questions.

This assessment will consist of table completion, matching and/or open-ended questions. This will require the candidate to answer a series of questions in a manner that demonstrates an ability to scan texts effectively and be able to identify specific details. The candidate will have 10 minutes to read and understand the questions, with the help of a monolingual dictionary, before being given the text.

The text of approximately 700 words will be on the theme of work and will contain a range of specialist key terms that relate to a work context. 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 10 minutes to scan the text and complete the task.

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 LEVEL 1

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 3)

SUMMARY

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at NQF Level 1. 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 Level 1 with the Skills of Speaking, Listening and Reading assessed at Level 1, and with provision for Writing to be assessed at Entry 3.

RECOMMENDED ENTRY

Candidates wishing to undertake this qualification should be able to demonstrate competence in ESOL at a level equivalent to Entry 3. However, as far as the skill of Writing is concerned, they should be able to demonstrate competence in ESOL at a level equivalent to Entry 2. 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.

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 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

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

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.

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.