

**Unit Title:** Understand predictable spoken  
(English/French/German/Italian/Spanish/Mandarin Chinese)  
in familiar work situations

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 23

## Unit purpose and aim

The aim of this unit is to enable the candidate to understand predictable (English/French/German/Irish/Italian/Spanish/Mandarin Chinese) in the context of familiar work situations.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Be able to understand predictable social interaction</p>	<p><b>The Learner can:</b></p> <p>1.1 Recognise from short and predictable conversations when spoken clearly:</p> <ol style="list-style-type: none"> <li>greetings</li> <li>introductions</li> <li>leave taking</li> <li>thanks</li> <li>apologies</li> </ol> <p>1.2 Follow key spoken and non verbal polite conventions</p>	<p><b>The Learner can understand and recognise the following:</b></p> <ul style="list-style-type: none"> <li>K1 Simple set phrases and common words in everyday use</li> <li>K2 Common words used in the workplace</li> <li>K3 Simple everyday connectors (and, but also)</li> <li>K4 Common set phrases expressing politeness (eg introductions and greetings, forms of address, leave-taking, mealtime conventions)</li> </ul>
<p>2 Be able to understand spoken communication in a range of predictable situations</p>	<p>2.1 Follow predictable</p> <ol style="list-style-type: none"> <li>questions</li> <li>key facts and statements</li> <li>main themes of simple conversations</li> <li>short sequences of instructions or directions</li> <li>simple requests or invitations</li> <li>simple opinions</li> <li>expressions of simple feelings</li> </ol>	<ul style="list-style-type: none"> <li>K5 Days of the week, months, time, yesterday, today, tomorrow</li> <li>K6 Simple numerical terms (eg 1-100, prices, 24 hour clock, dates)</li> <li>K7 Some common verbs (I, you, he, she, they)</li> <li>K8 Simple ways to distinguish past, present and future events (eg using 'yesterday' or verb forms if appropriate)</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a. simple everyday vocabulary b. key work terms c. simple connectors d. common set phrases expressing politeness e. simple expressions of time f. simple numerical data (1-100, 24 hour clock, dates)	<ul style="list-style-type: none"> <li>• K9 Simple ways to make positive and negative</li> <li>• K10 Common questions (eg Where? What time? Why? How many? What? Do you...?)</li> <li>• K11 Simple ways to give an opinion (eg Its good, I like/ prefer) ask permission (Please can I...?) give orders or instructions (Sit down! This way! Look!)</li> </ul>
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a. common verbs b. references to past, present and future c. simple negatives d. common instructions e. common questions f. simple ways of expressing opinions	<ul style="list-style-type: none"> <li>• K12 Key everyday non-verbal polite conventions (greeting, spatial distance, touch, eye-contact)</li> </ul>
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech	<ul style="list-style-type: none"> <li>• K13 How to use and check reference sources to find out or confirm meaning or accuracy (eg glossaries, phrasebooks, dictionaries, verb tables, simple on-line resources)</li> </ul>

## Guidance on assessment and evidence requirements

### Assessment of performance

Qualifications based on The UK Occupational Language Standards accredit candidates' ability to use their language skills for work. Assessment should therefore focus on the practical language skills and language knowledge they need to be able to carry out their work effectively. Assessment may take place through:

- direct observation of the candidate
- scrutiny of recorded or written material.

It may also be appropriate for **part** of the assessment to include witness testimony from others who either have the language skills to testify or who have seen the outcome of the candidate's language skills. Knowledge of grammar and vocabulary should mainly be assessed through practical use. However, a small amount of additional testing may be appropriate to ensure knowledge is secure.

## **Simulation**

### **In the workplace**

Candidates may be working in environments which require confidentiality, or where the language assessed is not being used on a regular basis. Assessors may be language trainers not based in the workplace. It may therefore not be possible to assess candidates' competence through normal working practice. In these situations, assessment in a simulated environment is acceptable.

### **In the classroom**

Language can occur naturally even though the environment may be simulated (e.g. set up by a trainer in the classroom). Simulations must be aligned to the potential or actual workplace environment. This will include social situations.

### **Meeting individual needs**

- It is important that where assessment is not taking place at work, simulations are relevant to the needs of the candidates, and their reason for learning the language.
- The four skills are assessed individually (though they may be linked), to allow candidates to achieve in different skills at different levels, or to take some skills and not others.
- Candidates with learning difficulties and/or disabilities are positively encouraged to make use of qualifications based on the UK Occupational Language Standards. Assessors will need to be flexible in their approach to assessment methods, to suit individual circumstances.
- Some candidates may be unable to follow/recognise all cultural conventions because of a disability. In these cases, a common sense approach is needed, and a discussion with the awarding body if in doubt.
- Building a portfolio allows candidates to take assessments when they are ready, and candidates will need different levels of support in order to reach the level.
- The key question for the assessor should always be:

**Would the candidate be able to use the language successfully in the workplace at the level required?**

### **Minimum evidence requirements**

Learning outcomes and assessment criteria for the NVQ units are based on the 2010 UK Occupational Language Standards performance criteria and Knowledge criteria. The UK Occupational Language Standards provide useful additional guidance, and should be used in conjunction with the qualification units.

### **All assessment criteria must be fully met.**

In practice, this means that all will have been fully covered at least once, and many much more, in order to cover an adequate range of use. Where assessment takes place through simulated assignments, it is good practice (and more efficient) for the skills to be linked together, as they might be in the workplace. A single situation might give rise to a number of linked tasks.

- All evidence for assessment criteria relating the performance criteria of the UKOLS must be gathered through the relevant skill for that unit (Understand, Speak/Sign, Read or Write).

**At least one** example for each of the Assessment criteria relating to vocabulary and grammatical forms must be gathered through the relevant skill. However, as these derive from the Knowledge section of the UKOLS, which is common to all four skills, further examples may be gathered across other skills and, if appropriate, through questioning or testing.

### **Understanding spoken language/Receptive skills**

- Evidence must be drawn from listening to a range of voices / watching a number of different sign language users in a range of situations.
- Providing assessment opportunities to cover an adequate range is likely to involve use of video/audio recordings.
- Candidates must, however, have the opportunity to experience language “live” (i.e. not only from recordings), and with opportunities for interaction. Some of this may be by telephone or video link.
- Note that understanding of polite/cultural conventions is also included: what is it important to know and understand, to do and to avoid? Some evidence for this may need to be obtained through questioning.
- For spoken languages, use of the telephone should be included from level 2 (and may be included before).

You should refer to the ‘Admin Guide: Vocational Qualifications (A850)’ for Notes on Preventing Computer-Assisted Malpractice.