

<b>Unit Title:</b>	<b>Speak extended Welsh in a wide range of work situations</b>
Level:	4
Credit value:	10
Guided learning hours:	25

## Unit purpose and aim

The aim of this unit is to enable the candidate to speak extended Welsh in the context of a wide range of work situations. This will include all everyday social interactions as well as presentations and discussions, and the successful learner will be able to communicate information, feelings and opinions.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Be able to maintain social and work-related contact with a speaker of Welsh</p>	<p><b>The Learner can:</b></p> <p>1.1 Maintain contact by:</p> <ol style="list-style-type: none"> <li>striking up conversation in social settings</li> <li>maintaining conversation smoothly</li> <li>contributing spontaneously to meetings or discussions</li> <li>developing ideas or arguments in response to the contributions of others</li> <li>finding alternative ways to express unfamiliar terms</li> </ol> <p>1.2 Use most spoken and non verbal cultural conventions</p>	<ul style="list-style-type: none"> <li>K1 A broad general vocabulary and the technical language related to the work place</li> <li>K2 A wide range of ways to link ideas and help clarity and fluency such as: <ul style="list-style-type: none"> <li>most connectors (conjunctions eg 'unless' 'except that' 'while' adverbs eg 'yet', 'consequently' 'in addition' all pronouns</li> </ul> </li> </ul>
<p>2 Use extended language to communicate on most aspects of day-to-day work</p>	<p>2.1 Make prepared presentations using factual information to support theories and ideas</p> <p>2.2 Express:</p> <ol style="list-style-type: none"> <li>proposals or suggestions</li> <li>instructions or advice</li> <li>requests or enquiries</li> <li>a wide range of beliefs or opinions</li> <li>a wide range of feelings</li> </ol> <p>2.3 Relay information from his/her own language into</p>	<ul style="list-style-type: none"> <li>K3 A wide range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality</li> <li>K4 Ways to express feelings (eg wishes, gratitude, regret, apology, annoyance, criticism)</li> <li>K5 All numerical terms, fractions, percentages) and</li> </ul>

	<p>Welsh</p> <p>2.4 Maintain fluency in extended contributions</p> <p>2.5 Maintain accuracy in shorter contributions</p> <p>2.6 Use accurate pronunciation and stress</p>	<p>ways to talk about them</p> <ul style="list-style-type: none"> <li>• K6 All commonly used verb forms, positive and negative: All tenses or ways to show time frames All aspects if applicable (eg in English I work, I am working) All voices and moods if applicable (eg passive, subjunctive) How to express: 'will, would, can, could, should, may, might, ought, will have, could have, should have, etc'</li> </ul>	
3	<p>Be able to use a broad range of general vocabulary and technical language</p>	<p>3.1 Use:</p> <ol style="list-style-type: none"> <li>a. a broad general vocabulary</li> <li>b. technical language related to his/her work</li> <li>c. a wide range of linking and sequencing words</li> <li>d. all pronouns</li> <li>g. the language of numerical data and statistical information</li> </ol>	<ul style="list-style-type: none"> <li>• K7 Most commonly used grammatical structures, including those which are complex</li> <li>• K8 Alternative terms and structures which modify style and register for different audiences and contexts</li> </ul>
4	<p>Be able to use a broad range of grammatical forms</p>	<p>4.1 Use:</p> <ol style="list-style-type: none"> <li>a. all verb forms</li> <li>b. positive and negative ways of expressing intention, permission, possibility and obligation</li> <li>c. most commonly used grammatical structures</li> <li>d. alternative terms and structures which modify style and register for different audiences and contexts</li> </ol>	<ul style="list-style-type: none"> <li>• K9 All common spoken and non-verbal polite conventions (facial expressions, and gestures, spatial distance, touch, eye contact)</li> </ul>
5	<p>Be able to use reference sources</p>	<p>5.1 5.1 Use language reference sources effectively to clarify and confirm meaning of words in extended speech</p>	<ul style="list-style-type: none"> <li>• K10 How to make effective use of relevant language reference sources (eg bilingual and monolingual dictionaries, thesauruses, grammar books 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

### **Speaking/Productive skills**

- Evidence must be drawn from communication in a range of situations, work and social.
- Face to face and interactive situations must be included (this will allow collection of evidence for Understanding as well).
- For spoken languages, use of the telephone should be included from level 2 (and may be included before).
- Recorded evidence is intended as a sample of the candidate's work (not the only speaking/signing they do) and the length will vary according to the speed and confidence of the candidate's delivery and the length of others' contributions. As a very rough guide, recorded material might last four minutes at Entry level; seven at level 1; ten at level 2; twenty at level 3; thirty at level 4 and forty five at level 6. **However, it is far more important that the assessment criteria have been fully met.**

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