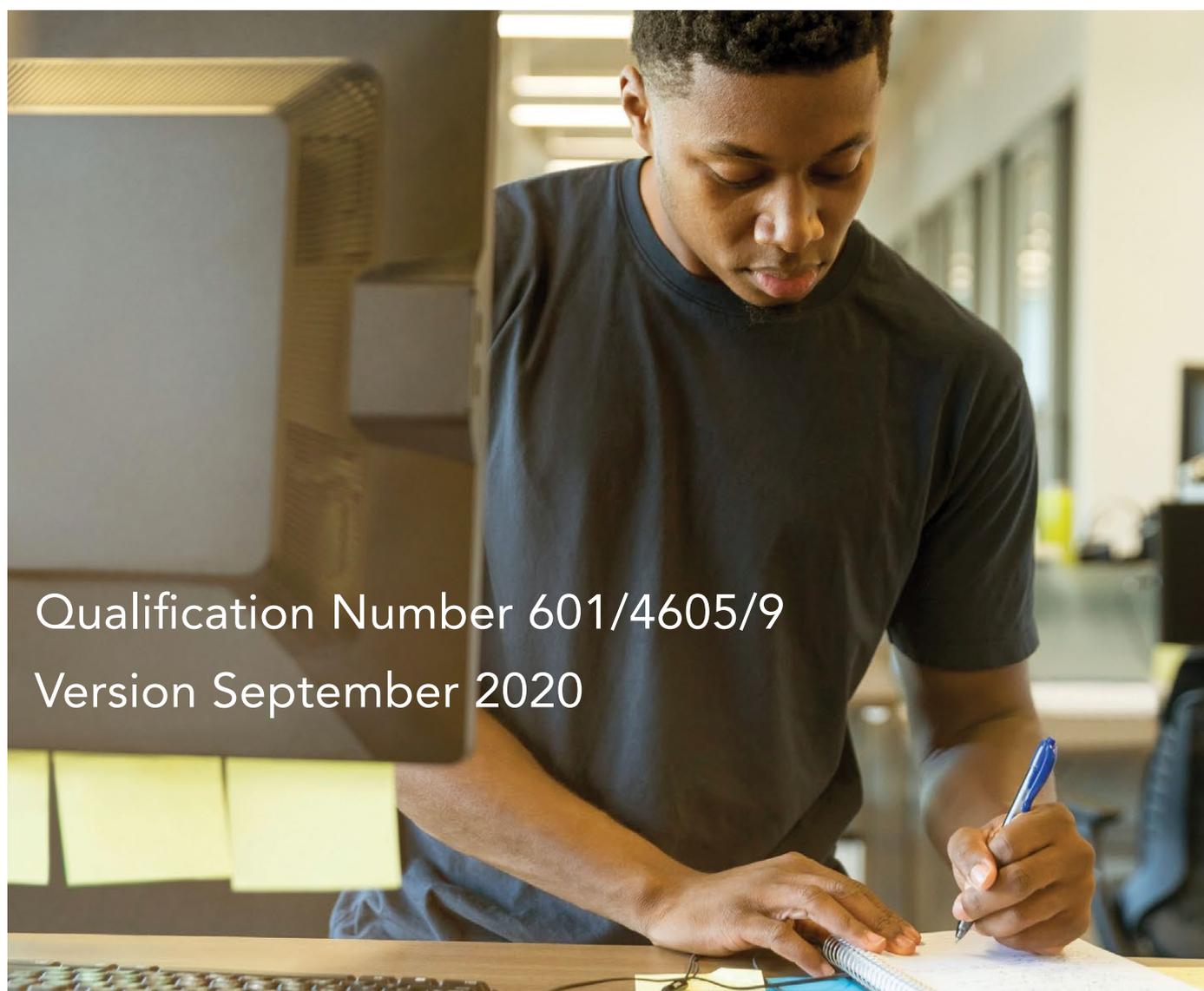


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# Qualification Specification

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## CIOL Qualifications Level 2 Certificate in Languages for Business



Qualification Number 601/4605/9

Version September 2020

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## Introduction

CIOL Qualifications serve both professional linguists, providing the gold standard for translators and interpreters, recognised widely in the UK and around the world, as well as other linguists who may have a different primary role but who use their language(s) on a regular basis in their professional work.

CIOL Qualifications is the only specialist languages awarding organisation in the UK. It offers accredited qualifications at all levels providing routes to qualification for specialist and non-specialist language learners in schools, colleges and universities as well as in business and industry.

The Certificate in Language for Business was first introduced in 2015 and is aimed specifically to satisfy the needs of young people and adults requiring the use of a foreign language in the workplace. It measures communicative competence and the ability to deliver practical work-related tasks using a foreign language.

This qualification develops a learner's ability to communicate effectively using speaking, listening, reading, and writing skills in a foreign language in the workplace.

## Regulation

The award is recognised by the Office of Qualifications and Examinations Regulation (Ofqual) and the Council for Curriculum, Examinations and Assessment (CCEA).

CIOL Qualifications Recognition Number RN5145.

## Qualification Information

### Qualification purpose

This qualification is aimed at personal development for the following reasons:

- it delivers a qualification which reflects practical and authentic application of foreign languages in the workplace
- it promotes independent, confident and effective linguists with the language skills required to make a positive and effective contribution to international economic activity
- it enhances access to a language qualification for all abilities, including those who have not yet taken vocational language qualifications
- it supports progression to further and higher education.

### Qualification objective

The objective of CLB is to build a learner's confidence in the practical application of language skills and understanding of the importance of languages to the workplace in a world which is increasingly multilingual. Many learners are highly likely to spend some of their career working overseas or working in the UK where other languages are spoken.

The CLB is a qualification which reflects practical and authentic application of foreign languages in the workplace. It promotes independent, confident and effective linguists with the language skills required to make a positive and effective contribution to international cultures, behaviours and economic activity.

## Qualification structure

<b>Qualification title</b>	CIOL Qualifications Level 2 Certificate in Languages for Business
<b>Qualification number (QN)</b>	601/4605/9
<b>Total Qualification Time (TQT)</b>	280 minimum
<b>Guided Learning Hours (GLH)</b>	120 (hrs)
<b>Level</b>	2
<b>Credits</b>	28
<b>Core units</b>	Unit 01 Unit 02
<b>Assessment</b>	Oral and written
<b>Unit and qualification grading</b>	Distinction Merit Pass

## Achieving this qualification

There are two core mandatory units that comprise this qualification and both must be successfully passed to be awarded the CIOL Qualifications Level 2 Certificate in Languages for Business.

Units	Level	TUT	GLH	Credit Value
Unit 01 - Speaking and Listening in (language) in a Business context D/506/73/05, L/506/73/02, R/506/73/03	2	140	70	14
Unit 02 - Reading and Writing in (language) in a Business context H/506/73/06, K/506/73/07, M/506/73/08	2	140	70	14
<b>Total</b>		<b>280</b>	<b>140</b>	<b>28</b>

## Rules of Combination (RoC)

The qualification consists of two units. Each unit consists of 3 controlled assessments (35%) and 1 synoptic exam (65%). The units reflect practical and authentic application of foreign languages in the workplace.

Candidates may only register to take one language across both units. A result in both units is required for award of the full qualification certificate.

## Regulated Qualifications Framework (RQF)

The CLB is registered on the Regulated Qualifications Framework (RQF) at Level 2.

## Equivalencies

European Qualification Framework – Level A2

Pass grade at GCSE – grade 4/5

## Entry requirement

This qualification is for those candidates aged 15+.

## Level of linguistic proficiency and pre-requisites

The level of linguistic proficiency expected is that of the National Occupational Standards (NOS) for Languages Level 2 or GCSE. Candidates are required to demonstrate at least this level of competence in the chosen language, both spoken and written. Candidates should be familiar with and able to use the concepts and language used for communication in a work context.

## Progression

This qualification is intended predominantly to support progression to further or higher Education, however, it also offers career development and the opportunity to achieve linguistic competence at an entry level to support further language acquisition.

## Availability of the Certificate in Language for Business

This qualification is available to be delivered by CIOL Qualifications approved centres.

## Languages

The qualification is currently available in French, German and Spanish.

## Recognition of Prior Learning (RPL) and Exemptions

CIOL Qualifications do not operate RPL and exemptions for this qualification.

## Assessment

### Focus

The CLB is set within a work context and places emphasis on the application of practical French, German or Spanish language skills within a professional setting. The controlled assessments and synoptic exams test the ability of candidates to communicate effectively at the standard required in authentic work-related tasks.

### Assessment grading

Each unit is graded Pass, Merit or Distinction and this grade is calculated from the marks awarded across the unit. A result in both units is required for award of the full qualification certificate.

## Unit format

**Level** – this positions the level of the unit within the Regulated Qualifications Framework (RQF).

**Credit value** – is the value given to the unit and the credit value is equal to the Total Qualification Time (TQT) divided by ten and rounded to the nearest whole number.

**Total Unit Time (TUT)** – is the average amount of time it will take to complete the unit. This includes guided learning hours, practical and work-based learning, assessment preparation time and assessment time.

**About the unit** – gives a summary of the purpose of the unit.

**What you will learn** – details the knowledge and skills a candidate should cover.

**Learning outcomes** – set out what a candidate will know, understand or be able to do as a result of successful completion, including the standard required to achieve via assessment.

**Indicative content** – provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria.

**Assessment marking criteria** – set out the level descriptors for the units.

## Units

### Unit 01: Speaking and Listening (Language) in a Business Context

Core unit	
Level:	2
Unit Guided Learning Hours (GLH):	60
Total Unit Time (TUT):	140
Credit value:	14
Unit purpose and aim	

#### About the unit

This unit will cover practical application of speaking and listening skills, which are of benefit in the world of languages as they enable progression to further and higher education and can be a stepping-stone to a career in the business industry.

#### What you will learn

You will be able to develop speaking and listening skills within authentic work-related scenarios and tasks with realistic outcomes. You will also learn about six thematic areas:

- Companies and Organisations (writing)
- Business communication and correspondence (reading and writing)
- International travel (listening)
- Sales and marketing (speaking)
- Rules and regulations (reading)
- Customer service (speaking and listening).

#### Learning outcomes and assessment criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. be able to speak using routine language in familiar work and social contexts (NOS CFALANG2.3, K2, K10, PA)	1.1 use common words and set phrases for the workplace 1.2 use common ways to ask permission and give instructions 1.3 make requests and invitations
2. be able to exchange business and personal information in routine work contexts (NOS CFALANG 2.3, K9, KS)	2.1 express factual information 2.2 use a range of common question structures and words 2.3 express feelings, agreement and disagreement 2.4 express points with confidence and politeness
3. be able to use simple sentences to provide routine work-related information (NOS CF ALANG 2.3, K6)	3.1 use simple and routine grammatical constructions 3.2 use routine numerical terms 3.3 interact with confidence and without hesitations

GRADE	Vocabulary and Grammar	Fluency and Pronunciation	Completeness and effectiveness
<b>Distinction</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and uses a full range of vocabulary making appropriate choices to convey meaning accurately</li> <li>understands and uses specialist vocabulary as necessary and appropriately</li> <li>uses appropriate style and register throughout the task consistently</li> <li>demonstrates correct use of relevant grammatical constructions</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>has clear pronunciation which can always be easily understood</li> <li>speaks with an excellent accent</li> <li>express self with consistent confidence and fluency</li> <li>excellent spontaneity</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>includes all relevant information from a given brief in their response</li> </ul>
<b>Merit</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and uses a good range of vocabulary making appropriate choices to convey meaning accurately</li> <li>understands and uses specialist vocabulary mostly as necessary and appropriately in most instances</li> <li>mostly uses appropriate style and register throughout the task</li> <li>demonstrate correct use of relevant grammatical construction most of the time</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>has mostly clear pronunciation which can easily understood</li> <li>speaks mostly with a good accent</li> <li>express self mostly with consistent confidence and fluency</li> <li>good spontaneity</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>includes most of the relevant information from a given brief in their response</li> </ul>
<b>Pass</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and uses a satisfactory range of vocabulary but with some errors in making appropriate choices but manages to convey the meaning despite the errors</li> <li>understands and uses some specialist vocabulary but not always appropriately</li> <li>uses some instances of appropriate style and register</li> <li>demonstrates some correct use of relevant grammatical constructions</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>has satisfactory pronunciation which can mostly be understood</li> <li>speaks with satisfactory accent</li> <li>express self with satisfactory confidence and fluency</li> <li>satisfactory spontaneity</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>includes some of the relevant information from a given brief in their response</li> </ul>
<b>Fail</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>does not understand or use the range of vocabulary required and does not often use it appropriately which can distort the meaning.</li> <li>does not demonstrate understanding or use of specialist vocabulary.</li> <li>is unable to use appropriate style and register.</li> <li>consistently uses incorrect grammatical errors.</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>has unclear pronunciation which makes understanding difficult.</li> <li>speaks without demonstrating the relevant accent.</li> <li>is hesitant and does not demonstrate spontaneity.</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>omits a considerable amount of details in their response from a given brief and does not achieve the test outcome.</li> </ul>

## Unit 02: Reading and Writing (Language) in a Business Context

Core unit	
Level:	2
Unit Guided Learning Hours (GLH):	60
Total Unit Time (TUT):	140
Credit value:	14
Unit purpose and aim	

### About the unit

This unit will cover practical application of reading and writing skills, which are of benefit in the world of languages, as they enable progression to further and higher education and can be a stepping stone to a career in the business industry.

### What you will learn

You will be able to develop reading and writing skills within authentic work-related scenarios and tasks with realistic outcomes. You will also learn about six thematic areas:

- Companies and Organisations (writing)
- Business communication and correspondence (reading and writing)
- International travel (listening)
- Sales and marketing (speaking)
- Rules and regulations (reading)
- Customer service (speaking and listening).

### Learning outcomes and assessment criteria:

Learning outcomes The learner will:	Assessment criteria The learner can:
1. be able to understand routine messages or emails in workplace and social contexts. (NOS CFALANG 1.3, K2, K7, P2)	1.1 read a range of words and set phrases for the workplace 1.2 distinguish past, present and future events 1.3 identify specific details and information
2. be able to make routine written enquiries, requests and invitations on workplace and social topics. (NOS CFALANG 3.3, K2, K9)	2.1 create a coherent accurate text 2.2 combine set phrases and familiar, everyday language 2.3 use a range of common question structures and words
3. be able to understand routine instructions and write routine formal and informal messages (NOS CFALANG 3.3, KS, KS)	3.1 use positive and negative statements 3.2 use a range of everyday connectors 3.3 use polite way to express feelings, agreement and disagreement

## Assessment marking criteria – Unit 02

GRADE	Vocabulary and Grammar	Fluency and Pronunciation	Completeness and effectiveness
<b>Distinction</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and use a full range of vocabulary including specialist's vocabulary to convey meaning accurately</li> <li>consistently demonstrates correct use of relevant grammatical constructions</li> <li>uses appropriate style and register throughout</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates excellent accuracy in all aspects of understanding and writing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>includes all relevant information from a given brief in their response</li> </ul>
<b>Merit</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and uses a good range of vocabulary including specialist's vocabulary to convey meaning accurately</li> <li>mostly demonstrates correct use of relevant grammatical constructions.</li> <li>mostly uses appropriate style and register</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrate good accuracy in all aspects of understanding and writing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>incudes most of the relevant information from a given brief in their response</li> </ul>
<b>Pass</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>understands and uses a satisfactory range of vocabulary but with some errors in making appropriate choices, manages to convey meaning despite the errors</li> <li>demonstrates some correct use of relevant grammatical constructions</li> <li>uses some instances of appropriate style and register</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates satisfactory accuracy in some aspects of understanding and writing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>includes some of the relevant information from a given brief in their response</li> </ul>
<b>Fail</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>does not understand or use the range of vocabulary required and does not often use it appropriately which can distort the meaning</li> <li>consistently uses incorrect grammatical constructions</li> <li>is unable to use appropriate style and register</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates frequent inaccuracies in aspects of understanding and writing.</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>omits a considerable amount of detail in their response from a given brief and does not achieve the task outcome</li> </ul>

## Exam resources

Candidates may use published or self-created reference materials to prepare for the controlled assessments tasks.

No dictionaries or other reference materials are permitted for the synoptic exam.

Candidates may want to refer to: National Occupational Standards for languages and Guidance and indicative content for the UK Occupational Language Standards when preparing for the qualification.