



## Higher National Unit Specification

### General information for centres

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

**Unit code:** F69L 34

**Unit purpose:** This Unit is designed to develop skills in analysing, presenting and responding to complex written and oral communication in vocational contexts. It is intended for candidates whose study or employment requires enhanced abilities in interpreting, producing and presenting complex information, arguments and ideas.

On completion of this Unit the candidate should be able to:

- 1 Produce documents that present complex information.
- 2 Deliver a formal presentation that presents complex information.
- 3 Participate in a formal meeting.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, skills in Communication at SCQF level 6 or equivalent as evidenced by C115 12 Higher English or its component Units or National Unit D01B 12 *Communication* or National Unit F3GB 12 *Communication* or National Unit EE3T 12 *Communication* or similar qualifications or experience would be a preferred entry level. C222 12 Higher English for Speakers of Other Languages or IELTS level 6 would also be acceptable.

**Core Skills:** There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Further detail is provided in the Support Notes.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Outcomes may be integrated with elements of the course which require the production of written and/or oral communication that presents complex information. It may, however, also be taught as a stand-alone Unit developing communication skills for a wide range of study and vocational contexts.

## General information for centres (cont)

**Assessment:** There are three practical assessments in this Unit.

The first assessment requires the original production of one or more business documents. Text produced should be a minimum of 1,000 words.

The other two assessments require the demonstration of oral communication skills individually and in group situations. These will include:

- ◆ one task lasting a minimum of 8–10 minutes
- ◆ one task lasting a minimum of 30 minutes

Centre arrangements should be in place to ensure the authenticity of all evidence submitted by the candidate.

## **Higher National Unit specification: statement of standards**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

**Unit code:** F69L 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Produce documents that present complex information

#### **Knowledge and/or Skills**

- ◆ Accessing, analysing and evaluating a range of source materials
- ◆ Summarising and synthesising relevant information on a complex vocational issue
- ◆ Analysing and presenting complex issues and ideas
- ◆ Using formats acceptable in vocational contexts
- ◆ Using register, style and language appropriate to purpose and readership
- ◆ Conforming to conventions of spelling, punctuation and syntax
- ◆ Recording reference sources as appropriate

#### **Evidence Requirements**

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The use of dictionaries, appropriate software packages and model business document formats and templates should be encouraged.

Centre arrangements should be in place to ensure the authenticity of all evidence submitted by the candidate.

The candidate must demonstrate his/her ability to:

- ◆ compose one or more documents which present, analyse and collate complex information on a vocational issue
- ◆ present content relevant to purpose
- ◆ use a logical structure
- ◆ use conventions of format, language and style appropriate to purpose and readership
- ◆ use accurate spelling, punctuation and syntax

Text(s) produced should be a minimum of 1,000 words.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

### **Performance Overview**

The candidate is able to source, analyse, evaluate and synthesise a range of materials to produce structured text(s) of the required length and complexity using a format, terminology and style appropriate to intended purpose and readership. Complex information, arguments and ideas are coherently expressed, developed and referenced. Conclusions and recommendations are included if appropriate. The required word count may include any associated support or supplementary papers produced by the candidate, such as meeting records, survey questionnaires, and press releases or annotated graphic communication. Text produced should follow accepted conventions for the vocational area. The communication is factually and technically accurate and error is minimal. Word processing is not mandatory but is to be encouraged. Dictionaries and/or appropriate software packages are used to support accurate use of spelling, punctuation and syntax.

### **Assessment Guidelines**

In preparing for this assessment candidates should be encouraged to evaluate, summarise and compose a range of business-related texts which analyse and present complex information on vocational issues.

Evidence of achievement could be provided by successful completion of one of the following or similar:

- ◆ an investigative report in a context relevant to the candidate's area of study or work
- ◆ a strategy or specification for a business proposal related to work for Outcome 2
- ◆ a portfolio of business documents which could include meeting documentation and associated papers as required for Outcome 3

Although not mandatory, use of technology in sourcing and presenting information should be encouraged.

### **Outcome 2**

Deliver a formal presentation that presents complex information

#### **Knowledge and/or Skills**

- ◆ Planning a formal presentation
- ◆ Accessing, selecting and presenting accurate, relevant complex information
- ◆ Preparing and presenting support materials
- ◆ Presenting complex and detailed issues, ideas and/or proposals
- ◆ Using and conforming to spoken conventions appropriate to task and context
- ◆ Speaking clearly, articulately and fluently in order to convey the required information
- ◆ Adapting and modifying communication to the needs of purpose and context
- ◆ Using appropriate tone and pace
- ◆ Responding and adapting to the contributions of others
- ◆ Using a range of techniques and strategies to progress interaction

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

### **Evidence Requirements**

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The assessment will consist of one task with an oral input from the candidate of at least 8–10 minutes.

Centre arrangements should be in place to ensure the authenticity of all evidence submitted by the candidate.

The candidate must demonstrate his/her ability to:

- ◆ convey relevant complex information coherently
- ◆ have a clear and logical structure made clear through signposting
- ◆ analyse a complex vocational topic in detail
- ◆ use register, tone, pace and non-verbal communication appropriate to purpose and audience
- ◆ use effective supporting material(s) relevant to the purpose of the presentation
- ◆ deal competently with the contributions of others

### **Performance Overview**

The candidate uses techniques to effectively manage delivery of the presentation, including use of software if appropriate. Complex information, arguments and ideas are coherently expressed, developed and presented in well-structured form. The candidate shows in-depth understanding of the subject of the presentation and can support statements with appropriate evidence and explanation. Support materials are presented to a professional level acceptable in the vocational area. A wide range of vocabulary relevant to the technical aspects of his/her field of study or work is used with confidence. A range of effective non-verbal communication techniques is applied to enhance communication with the audience. Listening skills are developed so that meaning of questions and comments may be understood and inferred. The candidate is able to use a range of approaches to deal effectively with questions or comments in a way that progresses communication.

### **Assessment Guidelines**

In preparing for this assessment, candidates should be encouraged to participate in a range of spoken communication tasks but will only be assessed in one.

The task can be undertaken in a group or one-to-one situation, in person, by videophone, video-conferencing, web cam or similar. Evidence to be retained for verification should include a recording of performance and/or a detailed observation checklist with support materials/visual aids.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

### **Outcome 3**

Participate in a formal meeting

#### **Knowledge and/or Skills**

- ◆ Conforming to conventions appropriate to the task and context
- ◆ Accessing, selecting and presenting accurate, relevant complex information
- ◆ Presenting complex and detailed issues, ideas, events and/or proposals
- ◆ Adapting and modifying communication to the needs of purpose and context
- ◆ Using appropriate tone and pace
- ◆ Responding and adapting to the contributions of others
- ◆ Using a range of techniques and strategies to progress interaction

#### **Evidence Requirements**

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The assessment will consist of one task lasting a minimum of 30 minutes.

Centre arrangements should be in place to ensure the authenticity of all evidence submitted by the candidate.

The candidate must demonstrate his/her ability to:

- ◆ prepare meeting documentation
- ◆ prepare and present an agenda item
- ◆ use tone, pace and non-verbal communication appropriate to a formal meeting
- ◆ respond to the contributions of others to progress communication
- ◆ complete an accurate record of proceedings

#### **Performance Overview**

The candidate shows awareness of meetings conventions in vocational contexts. He/she shows in-depth understanding of the agenda topic and can support statements with appropriate evidence and explanation. Complex ideas are presented, developed and analysed coherently. He/she is able to use a range of approaches to sustain discussion and deal effectively with questions or comments as appropriate. A range of effective verbal and non-verbal communication techniques is used to enhance communication with others. Listening skills are developed so that responses to others may be modified and adapted as necessary to progress interaction. Records are appropriate for wider distribution.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

### **Assessment Guidelines**

In preparing for this assessment, candidates should be encouraged to participate in different group events, but will only be assessed in one.

The meeting tasks can be undertaken in formal settings, in person, by videophone, video-conferencing, web cam or similar. Evidence to be retained for verification should include a recording of performance and/or a detailed observation checklist, with supporting documentation. In order to cover Evidence Requirements effectively, the meeting should involve manageable numbers and would be likely to include at least four people.

## Administrative Information

<b>Unit code:</b>	F69L 34
<b>Unit title:</b>	Communication: Presenting Complex Communication for Vocational Purposes
<b>Superclass category:</b>	KB
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### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit may be taught as part of a Group Award or as a free-standing Unit. If it is taught as part of a Group Award it is recommended that it should be taught and assessed within the subject area/context of the Group Award to which it contributes. Although the Unit is expressed in generic terms, it should be related to a context that is familiar to candidates. Content will vary according to the vocational discipline of the award, and communication media should be linked to the needs of typical business organisations or specific industries. Purposes may include, for example, providing information, bringing about change, gaining business and promoting customer care and good working practice. Communication may be with a range of others such as colleagues, managers, clients or suppliers. Candidates should be encouraged to consider when and how to use written or oral communication effectively, and to understand the benefits and limitations of technology. This should lead them to make informed decisions about the most appropriate techniques and formats for communication.

### **Guidance on the delivery and assessment of this Unit**

Where candidates lack the recommended formal entry requirements, a discrete assessment approach which develops skills, and includes additional support over an extended period of time may be particularly useful. Open Learning Access programmes which include Core Skill Units could also be used to develop skills to an appropriate level for an HN award and ensure that any Communication Units selected will be achievable. Early advice should be sought from SQA if candidates have significant difficulties with aspects of the Unit. For particular language needs the ESOL Unit DE1K 33 *Workplace Communication* in English is included in HN frameworks and can provide a pathway to the SCQF level 7 *Communication* Unit.

Each Outcome could be assessed separately, but linking Outcomes is good practice, and can reinforce the development of practical skills needed in a workplace environment. An extended case study or assignment using some role play could be used to provide a context for the production of communication media and would be particularly useful for candidates lacking workplace experience. Where the Unit is delivered within a Higher National framework there is the potential for some integration with other Units which require the production of written and/or oral communication that present complex information. In such a situation it is critical that candidates are not disadvantaged by over-assessment, and that they are made fully aware of the need to achieve all the evidence for all Units involved.

## Higher National Unit specification: support notes (cont)

### Unit title: Communication: Presenting Complex Communication for Vocational Purposes

Exemplar and reference material, including appropriate software when available, should be available to support candidates as they prepare to undertake assessments. Precise remits and the setting of deadlines which allow for evaluation and re-negotiation as well as feedback and skills development will be important. Graphic and pictorial information to support and enhance both written and oral communication, and the use of technology for researching, communicating and producing effective text and audio-visual support may be appropriate and reflect business practice, although candidates without access to such resources should not be disadvantaged. Some written work may be undertaken outside the centre, and agreed conditions will be necessary to ensure originality; the retention of drafts, outlines and planning documents signed by the candidate and the assessor may assist authentication.

Oral presentations which explain and simplify complex procedures and applications to a non-expert or client group may be an effective means of demonstrating complex communication skills in Outcome 2 and this task may be linked with research for Outcome 1.

The setting and conduct of the meeting in Outcome 3 should be business-like and papers produced should reflect this formality. The emphasis should be on developing transferable skills in the procedures for formal meetings, using training videos to demonstrate good practice where possible. Assessors may choose to chair the meeting as appropriate. The meeting may be linked with the written Outcome, and may also provide a useful source of information for a report. Candidates may choose to have a meeting focussed on a real event, or a simulation using individual reviews, demonstrations or reporting. Alternatively, vocational issues and options, such as local employment and training opportunities could be discussed, analysed and actions decided. Writing up original preparation work in an appropriate format may contribute to and help to authenticate evidence for Outcome 1.

Ideally there will be some recording of oral work in order to provide examples of standards for candidates and support internal and external verification procedures. If an Observation Checklist is used, assessor notes should be detailed and comprehensive. Self and peer assessment sheets based on the Evidence Requirements may also give useful support to candidates.

Formalising detailed feedback to candidates on areas of competence which need to be improved can ensure that activities are seen to be meaningful and specific. Precise but supportive comments on written work are particularly helpful. Retention of draft work, and of any tracking records or e-mail exchanges between staff, and staff and students, can be a valuable aspect of quality assurance, mark progress and provide helpful information for the verification process.

Oral and written work generated for other vocational Units in the candidate's programme may provide evidence for the Outcomes of this Unit provided that all of the Evidence Requirements and conditions of assessment have been met.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Communication: Presenting Complex Communication for Vocational Purposes

### ***Opportunities for developing Core Skills***

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit overtakes the demands of components of *Communication* at SCQF level 6, namely Writing, Speaking and Listening.

The Unit could enhance skills in Reading as candidates analyse source materials and apply knowledge from text books, Internet sites, DVD/CD based databases and news archives. Checklists to support analytical evaluation of information might include criteria to check on the currency, authority, accuracy and balance of all information accessed. Candidates will be aware of the influence and impact of purpose and readership on language and format.

### **Open learning**

This Unit could be delivered by distance learning provided suitable centre arrangements are in place to ensure the authenticity of all evidence submitted by the candidate.

For Outcome 1 of this Unit delivery could be by on-line or distance learning, with tutor input support at all stages of draft.

In Outcomes 2 and 3 candidates must be directly observed and may have to be assessed in the presenting centre if supervised video-conferencing or similar interactive communication links are not appropriate/available. Alternatively assessment may be made of a video recorded performance which meets all assessment criteria.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General information for candidates

### Unit title: Communication: Presenting Complex Communication for Vocational Purposes

The Unit may be studied as part of a Group Award at HNC or HND level, as a stand-alone Unit, or as a means to proceed to further study at degree level (or similar). If you are studying for a Group Award in a specific vocational sector, the tasks that you do will be relevant to this.

Conveying and responding to a range of information by reading, writing, listening and talking is the basis of Communication. Oral and Written Communication skills are essential to promote good relationships and the best working practice in a vocational environment and are highly valued by employers.

In order to complete this Unit successfully, you will be required to complete a range of tasks in which you will demonstrate that you can communicate effectively orally and in writing. Your work will be monitored to ensure authenticity of all evidence submitted for assessment purposes. The content and the assessments for the Unit will be tailored to take account of the needs of your work or vocational studies.

For the Writing Assessment you will be asked to compose a report or a portfolio of documents of a minimum of 1,000 words in length relating to an aspect of your work or study. You will read texts critically, examining not just the content, but the format, layout and style of a written text before producing documents such as proposals and reports. You will be allowed to use reference notes and any software support, and draft and redraft your work as needed.

There are two Oral Assessments. You will be asked to demonstrate oral communication skills by making a formal presentation and also show that you can work as part of a group and contribute to a formal meeting. You will learn how to research and present information effectively and how to respond to comments and questions from others. You will learn about group processes and the formal proceedings involved in meetings, including how to analyse situations, agree and record decisions.

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit overtakes the demands of components of *Communication* at SCQF level 6, namely Writing, Speaking and Listening.

If you do not achieve a Pass in any of the assessment tasks there will be an opportunity to be re-assessed.