

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS**

UNIT NUMBER: 7110065

UNIT TITLE: COMMUNICATION FOR LIFE AND WORK

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. CONVEY SIMPLE INFORMATION

PERFORMANCE CRITERIA

- (a) The purpose of the communication is identified correctly.
- (b) The content of the information is accurate in terms of the purpose
for which it is being conveyed.
- (c) The communication is made in accordance with recognised social conventions.

RANGE STATEMENT

Type of communication: formal; informal.

Contexts: community setting; learning or training setting.

EVIDENCE REQUIREMENTS

The candidate should be observed under naturally occurring conditions in a community setting and in a learning or training setting..

The candidate should be allowed to demonstrate competence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, signing, lip-reading, braille, word processing, computer-assisted communication.

The candidate should conform to recognised social conventions. This might include body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

Evidence should be gathered that the candidate can fulfil all performance criteria:

- (i) on two separate occasions, conveying information informally in a community setting;
- (ii) on two separate occasions, conveying information formally in a community setting;
- (iii) on two separate occasions, conveying information formally in a learning or training setting.

Where evidence cannot be gathered from performance evidence alone, evidence

should be gathered from the candidate's answers to questions which can be replied to by the candidate's use of his or her normal mode of communication.

OUTCOME

2. RECEIVE INFORMATION COMMUNICATED IN A COMMUNITY SETTING

PERFORMANCE CRITERIA

- (a) The purpose of the communication is identified accurately.
- (b) Essential information is identified accurately from a communication.
- (c) An acknowledgement is made which is appropriate to the communication.

RANGE STATEMENT

Type of communication: formal; informal.

EVIDENCE REQUIREMENTS

The candidate should be observed under naturally occurring conditions in a community setting.

The candidate should be allowed to receive information in the relevant mode and demonstrate competence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, signing, lip-reading, braille, word processing, computer-assisted communication.

The candidate should conform to recognised social conventions. This might include body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

Evidence should be gathered that the candidate can fulfil all performance criteria:

- (i) on two separate occasions, receiving information communicated formally;
- (ii) on two separate occasions, receiving information communicated informally.

Where evidence cannot be gathered from performance evidence alone,
evidence
should be gathered from the candidate's answers to questions which can be
replied to by the candidate's use of his or her normal mode of communication.

OUTCOME**3. RECEIVE INFORMATION COMMUNICATED FORMALLY IN A LEARNING OR TRAINING ENVIRONMENT****PERFORMANCE CRITERIA**

- (a) The purpose of the communication is identified accurately.
- (b) Essential information is identified accurately from a formal communication.
- (c) An acknowledgement is made which is appropriate to the communication.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

The candidate should be observed under naturally occurring conditions in a learning or training setting.

The candidate should be allowed to receive information in the relevant mode and demonstrate competence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, signing, lip-reading, braille, word processing, computer-assisted communication.

The candidate should conform to recognised social conventions This might include body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

Where evidence cannot be gathered from performance evidence alone, evidence should be gathered from the candidate's answers to questions which can be replied to by the candidate's use of his or her normal mode of communication.

Evidence should be gathered that the candidate can fulfil all performance criteria on two separate occasions.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7110065

UNIT TITLE: COMMUNICATION FOR LIFE AND WORK

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed for the candidate who is developing the basic skills necessary for independent living and who may be expected to benefit from delivery in a supported learning environment.

The unit is designed to encourage the candidate to transfer the skills acquired from a supported learning environment to a learning environment which is oriented towards the world of work. The unit can be used for reference purposes during vocational guidance and guidance on developing independent living skills. The unit forms part of the National Certificate Lifestart and Workstart Awards.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will help you to develop skills in communicating with other people. It will also help you to use the skills in everyday life, including learning and training situations. On completion of the module you will be able to give simple information to other people. You will also be able to receive information which other people give to you.

CONTENT/CONTEXT The candidate should achieve the level of competence of someone who can communicate both informally and formally in a community setting and also communicate formally in a learning or training setting.

A community setting is one where the candidate socialises informally and formally with other people during the course of his or her daily life. This might include the local community, a social group, social area in an educational or training centre, leisure centre.

A learning or training setting is one where people can be identified as engaging in learning or training activities and tasks. This might include a school, college, youth training centre, work experience placement, social work resource centre, community education centre.

The candidate might meet other members of the local community either in the vicinity of the candidate's home or education/training centre or in the social areas within an education/training centre. A community setting might also include a smaller social group, for example a leisure club frequented by the candidate.

The candidate should understand that recognised social conventions relating to verbal and non-verbal cues are observed during communication. The candidate should be given the opportunity to practise adjusting verbal and non-verbal cues to suit both formal and informal communication.

Verbal cues might include adjusting the tone, pitch and volume of speech in order to communicate effectively in both formal and informal situations.

Non-verbal cues might include adjusting body language in order to communicate effectively in both formal and informal situations. The body language which a candidate should practise includes eye contact, sitting, standing, posture and body movement.

The candidate should understand that recognised social conventions in the form of verbal and non-verbal cues exert a powerful influence on the effectiveness of both formal and informal communication.

APPROACHES TO GENERATING EVIDENCE Wherever possible, the candidate should be encouraged to relate the outcomes in this unit to his or her own experience of daily living and to his or her individual educational goals. An integrated approach involving practical experience of communicating with others should be encouraged in a variety of contexts and settings. These could include simulations, group work, work experience and residential experience. People who are familiar and unfamiliar to the candidate should be included.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Suggested assessment procedures for all outcomes consist of Practical Exercises and the use of Personal Interviews. When answering questions, the candidate should use his or her normal mode of communication. It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence. An observation checklist may be used to record evidence of candidate performance. This checklist may be used for self assessment or to structure interviews.

PROGRESSION This unit forms part of the National Certificate Lifestart and Workstart Awards. Successful completion of either of the awards will facilitate the candidate's progress to the National Certificate Skillstart Awards.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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