

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	7110211	-Session-1991-92
-Superclass-	AY	

-Title-	TELEPHONE COMMUNICATION SKILLS (x^{1/2})
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-DESCRIPTION-

Purpose	The purpose of this module is to develop the student's ability to communicate by telephone. The module is an introductory module and may be used within a range of programmes which involve the use of routine telephone skills.
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Preferred Entry Level	No formal entry requirements.
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Outcomes	The student should: <ol style="list-style-type: none">1. receive information conveyed by telephone;2. record factual information conveyed by telephone;3. make telephone calls to convey information;4. use telephone skills to make an arrangement.
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Assessment Procedures	Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.
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The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 RECEIVE INFORMATION CONVEYED BY TELEPHONE

- PCs
- (a) The student identifies him/herself and/or location promptly and clearly.
 - (b) Identification of caller and the reasons(s) for the call are established clearly and politely.
 - (c) Essential information is elicited and confirmed with the caller.
 - (d) The call is ended appropriately.
 - (e) Speech is clear and audible; tone and register are appropriate to the type of call.

IA Simulation

The student will receive two calls covering different contexts and different types of situation.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 RECORD FACTUAL INFORMATION CONVEYED BY TELEPHONE

- PCs
- (a) Recording of the name, and telephone number if appropriate, of the caller is correct.
 - (b) Recording of the reason(s) for the call is accurate.
 - (c) Recording of essential information which has been confirmed is accurate.
 - (d) The record of the essential information is clear.

IA Assignment

The student will record the details of two telephone calls covering different contexts and different types of situation.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 MAKE TELEPHONE CALLS TO CONVEY INFORMATION

- (a) It is established that the intended telephone number has been obtained.
- (b) The student identifies him/herself and gives the reason(s) for the call clearly and politely.
- (c) All essential information is conveyed accurately and concisely.
- (d) The call is ended appropriately.
- (e) Speech is clear and audible; tone and register are appropriate to the type of call.

IA Simulation

The student will make two calls covering different contexts to different types of situation. The calls should be constructed to allow the student to adopt contrasting approaches and registers.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4 USE TELEPHONE SKILLS TO MAKE AN ARRANGEMENT

PCs

- (a) Contact is established with the appropriate person with whom the arrangement has to be made.
- (b) Discussion of the range of options relating to the arrangement is clear and polite.
- (c) The agreed arrangement is noted, clarified by repetition and confirmed clearly and politely.
- (d) The call is ended appropriately.
- (e) Speech is clear and audible; tone and register are appropriate to the type of call.

IA Simulation

The student will initiate one call, the purpose of which will be to use his/her telephone skills to make an arrangement.

Satisfactory performance will be achievement of all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-4:

The outcomes of this module are designed to develop the student's ability to make and receive telephone calls within a variety of situations. The situations should be constructed so as to be relevant to the student's vocation.

1. The emphasis of this outcome is on listening, speaking and questioning skills and on the ability to convey a positive impression of one's organisation.

The student could be involved in situations such as taking a message: confirming a meeting; confirming opening hours; taking bookings; checking prices, dates and times.

2. The emphasis of this Outcome is on the clear recording of information received by telephone.

The student could be involved in situations of both a business and personal nature such as: taking a message from a colleague's wife; receiving a message changing a pre-arranged meeting; dealing with a query regarding orders; receiving confirmation of a booking.

3. The emphasis of this Outcome is on the transmission of information by telephone.

The student should be given the opportunity to practise conveying information by telephone in a variety of situations, such as: making a booking, placing an order; confirming arrangements; placing an advertisement to sell an item such as a motorbike.

4. This Outcome requires the student to make an arrangement by telephone. Through judicious use of register, tone and vocabulary, an arrangement should be arrived at which is acceptable to both parties. Students should be provided with situations such as: making a hotel booking when available facilities do not meet all the initial requirements of the caller; re-arranging the date of a meeting; complaining about an incomplete or late order.

The student should be encouraged, where appropriate, to be confident, positive, courteous, friendly, persuasive, assertive but not aggressive.

The other person in the simulation must be carefully briefed to provide enough opportunity and stimulus to the student to develop the above range of skills.

SUGGESTED LEARNING AND TEACHING APPROACHES

Activities should be centered on actual use of a telephone, or of practice tapes, eg. in a language laboratory. Suitable resources for individualised/small group learning could also be available. Delivery on an open or flexible basis could be offered through use of interactive video programmes. There should be a variety of activities, some for individuals, some for pairs of students, and some with small groups. These activities might be some, or all, of the following:

- (1) direct observation of work practices in telephone communication.
- (2) simulation exercises.
- (3) case studies.

Conversations should be taped and reviewed later by the tutor.

Alternatively, the tutor may observe the student and match his/her performance against a checklist.

Tapes, checklists and telephone message forms should be retained for evidence of assessment.

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