

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7110310 **-Session-1990-91**
-Superclass- KB

-Title- PRACTICAL TALKING SKILLS

-DESCRIPTION-

Purpose This module is designed to develop a range of skills appropriate to dealing with both vocational and general situations which require oral responses and oral presentation skills. It is envisaged that the competences attained in this module will be complementary to those achieved in module 7110041 Communication 3. The module allows the student to develop valuable skills in talk which aid communication in a range of contexts and with a variety of audiences.

Preferred Entry Level 7110031 Communication 2 or Standard Grade at General Level or an equivalent level of competence.

Outcomes The student should:

1. participate in group discussion;
2. give instructions orally for a specified purpose and audience;
3. interact with an individual in specified situations;
4. give an oral report to a specific audience.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

Tutor Support: Tutors should remember to distinguish between their differing roles in formative and summative assessment. In the former, as much help and support as is required by the student may legitimately be given by the tutor. However, tasks which are intended to provide evidence of summative assessment must be completed by the student unaided.

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 PARTICIPATE IN GROUP DISCUSSION

- PCs
- (a) Contributions are substantiated and support the development of the discussion.
 - (b) Responses and reactions to the contributions of other participants assist the progress of the discussion.
 - (c) Language, register, style and non-verbal communication support the development of the discussion.
 - (d) Contributions are consistently audible and clear.
 - (e) Intonation and pace support the contribution(s) of the student.

IA Assignment

The student will be required to participate in one group discussion. The topic will be negotiated with the tutor.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 GIVE INSTRUCTIONS ORALLY FOR A SPECIFIED PURPOSE AND AUDIENCE

- PCs
- (a) The outcome of the instructions is clearly specified.
 - (b) Essential stages are logically sequenced and appropriate cautions emphasised.
 - (c) Instructions are clear, unambiguous and sufficiently detailed for the intended audience.
 - (d) Speech is clear and audible.

- (e) Intonations and pace support the delivery of the instructions.
- (f) Language, register, style and non-verbal communication support the delivery of the instructions.

IA Assignment

The student will be required to give instructions orally for a specified purpose and take account of the requirements and the reactions of the audience.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 INTERACT WITH AN INDIVIDUAL IN SPECIFIED SITUATIONS

PCs

- (a) Contributions to the dialogue are substantiated and support the development of the discussion.
- (b) Responses and reactions to the other individual assist the progress of the discussion.
- (c) Language, register, style and non-verbal communication support the development of the discussion.
- (d) Contributions to the dialogue are consistently audible and clear.
- (e) Intonation and pace support the contribution(s) of the student.

IA Role Play

The student will be required to interact with an individual in one specified situation.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4 GIVE AN ORAL REPORT TO A SPECIFIC AUDIENCE

PCs

- (a) The purpose of the report is clearly specified.
- (b) Essential stages are logically sequenced and opinions/conclusions are supported by appropriate evidence/argument.
- (c) Content is clear, unambiguous and sufficiently detailed for the intended audience.
- (d) Speech is clear and audible.
- (e) Intonation and pace support the delivery of the report.
- (f) Language, register, style and non-verbal communication support the delivery of the report.

IA Assignment

The student will be required to give an oral report on a topic which has been negotiated with the tutor.

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:

1. Topics for discussion should be negotiated with students and are likely to be derived from both vocational and general contexts. Opportunity should be given for preparation. It is helpful if the discussion is structured by time limits and if a chairperson or leader is appointed within the group. Students should be encouraged to vary the roles which they play within discussion groups and to develop the skills of analysis, summarising, extending, countering, synthesis etc. Groups may vary in size and composition. The best formation for discussion is to place chairs in a tight circle without other furniture.
2. A range of situations should be covered, both vocational and general. Opportunities should be given to consider a wide variety of audience needs, taking into account audience size, the degree of complexity of the task, level of user competence, other relevant factors and, where appropriate, considerations of health and safety. Students should be made aware of the importance of monitoring audience reactions to instructions and repeating or rephrasing accordingly.

The content of instructions might include operating domestic/office machinery, explaining company/institution procedures, giving directions, recipes.

Situations might cover audiences ranging from a single individual to a small group with varying degrees of interaction and formality. For example, a small group briefing would differ considerably from talking a new employee through the operation of a machine.

3. A range of situations relating to vocational and general contexts should be covered and devised by the tutor. Situations should be realistic and embody constraints related to the situation and the individuals involved.

For example, the student is a check out assistant in a large store. It is five minutes before closing time and an irate customer, who insists on seeing the manager about a complaint, (he is unavailable) is holding up a queue of increasingly impatient customers.

Situations will generally be face to face, although a telephone conversation is also possible. At the formative stage, both roles could be taken by students and group comments invited. For summative assessment, one role should be taken by the tutor or another member of staff.

Types of situation might be:

Vocational: Any type of reasonably complex reception situation; dealing with an uncooperative colleague; sexual harassment from a member of the public or a colleague; reacting to criticism; making a request eg. for a pay rise.

General: Resisting pressure to buy, support, take part in, join etc. while remaining polite; requesting the return of a book, tape or refund of a loan from a touchy friend, complaining as a parent, traveller, customer, consumer.

A range of structured interviews both vocational and general could be practised to allow the student opportunities to act both as interviewer and interviewee and to construct and respond to a variety of open questions. Types of interview might include selection interviews, appraisal interviews, disciplinary interviews, information gathering and journalistic interviews.

4. Topics should be chosen by students in consultation with the tutor and may be derived from both vocational and general contexts. Context will influence delivery and duration. Reporting back from a small group discussion may be regarded as an acceptable context for solo talk. Solo talk implies an audience but the size and composition of the audience may be very varied and consideration should be given to the stress caused by an excessively large group. Within the resource limitations of the institution, students should where possible be offered equipment to assist with their presentation such as OHP, slide projector, video and audio recorders etc.

SUGGESTED LEARNING AND TEACHING APPROACHES

Learning and teaching should be active and student centred. Students should be given the opportunity to plan and make independent decisions and to work co-operatively in groups where possible.

Teaching approaches should take account of the student's individual needs in terms of vocational direction and personal interests. Tasks should be authentic and could be part of a larger context which would apply to the whole module eg. a simulated work environment, student association activities, self-help.

Many of the skills relating to talk in all situations are interpersonal such as confidence to speak, willingness to listen, ability to make and maintain relationships. The tutor should allow time in the early stages for students to socialise, to establish themselves in groups, through participation in structured activities. In all activities, the tutor should give careful thought to groupings and pairings and to the nature of audiences and situations.

Tasks will require to be carefully structured by the tutor taking into account such matters as time limits, assignment of roles and the provision of a wide range of contexts and situations. For Outcome 1, careful consideration should also be given to group size ie. 3-5, to group membership and variation in roles such as chairperson or reporter and to the layout of furniture eg. a tight circle of chairs. For Outcome 2, consideration should be given to audience and context for instruction and to defining the degree of interaction required.

In all activities of this module formative assessment is crucial. Consideration should be given to individual records of formative assessment which can be annotated by the tutor during the activity and discussed with students later. At this stage, self, peer and tutor assessment may also be facilitated by recording activities on audio/video tape and encouraging open discussion.

Teaching group sizes should be small enough for individual practical activities to be undertaken and overseen so that each student can realise his/her full potential.

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