

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7110761 **-Session-1991-92**
-Superclass- KB

-Title- **USING ORAL COMMUNICATION SKILLS FOR EVERYDAY PURPOSES**

-DESCRIPTION-

Purpose This module is designed to develop the candidate's oral communication skills to a level which will allow him/her to communicate for different purposes in everyday situations.

Preferred Entry Level 7110731 Using Basic Oral Communication Skills

Outcomes The candidate should:

1. give instructions to another person or persons;
2. contribute information and opinion in group discussions;
3. present ideas and opinion for a specific purpose to another person.

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

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 GIVE INSTRUCTIONS TO ANOTHER PERSON OR PERSONS

- PCs
- (a) The purpose of the instructions is clearly specified.
 - (b) All essential instructions are presented clearly and accurately.
 - (c) Structure is logical and mainly appropriate to purpose and audience.
 - (d) Speech is clear and audible.
 - (e) Language, register, style and non-verbal communication are sufficiently effective to convey meaning at first hearing.
 - (f) Alternative or expanded instructions are offered where necessary.

IA Assignment

The candidate will give instructions on 3 occasions.

The exercises may be carried out in the work place, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria on each of the 3 occasions.

OUTCOME 2 CONTRIBUTE INFORMATION AND OPINION IN GROUP DISCUSSIONS

- PCs
- (a) Contributions support the development of the discussion.
 - (b) Responses to other participants are relevant and constructive.
 - (c) Speech is clear and audible.
 - (d) Language, register, style and non-verbal communication are sufficiently effective to convey meaning at first hearing.

IA Assignment

The candidate will participate in 3 group discussions.

The exercises may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 3 discussions.

OUTCOME 3 PRESENT IDEAS AND OPINION FOR A SPECIFIC PURPOSE TO ANOTHER PERSON

PCs

- (a) The purpose of the presentation is clearly specified.
- (b) All essential ideas and opinion are presented clearly and supported by relevant information.
- (c) Structure is logical and mainly appropriate to purpose and audience.
- (d) Speech is clear and audible.
- (e) Language, register, style and non-verbal communication are sufficiently effective to convey meaning at first hearing.
- (f) Alternative or expanded explanations are offered where necessary.

IA Assignment

The candidate will present ideas and opinions on 3 occasions.

The exercises may be carried out in the work place, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria on each of the 3 occasions.

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

CONTENT/CONTEXT

In this module, contexts should be related to the candidate's personal and/or occupational interests.

Corresponding to Outcomes 1-3:

1. Providing instructions on something from everyday experience or specialist knowledge. Visual aids may be used but are not required.

Examples could include explaining how a work process is carried out; how to cook something; how to operate a piece of office equipment; how to tile an area of wall; how to play a sport.

2. Contributing to a group situation on a topic which is substantive but familiar to the candidate and is known in advance of the discussion. The group will be of between 3 and 5 in size. Examples could include meetings to discuss future plans, reviewing progress, group preparation for a learning exercise, evaluation of a learning experience.

3. Presenting ideas and opinion to one other person to support or reject, for example, a proposal for something, a request, a viewpoint. The person being addressed may be unfamiliar or senior to the candidate. Appropriate visual aids may be used but are not required.

SUGGESTED LEARNING AND TEACHING APPROACHES

All candidates have a range of experience to draw on. Within the oral communication work in this module, they can focus on this experience and have opportunities to look at themselves constructively and assess their own abilities and needs. Within the Outcomes, it is essential to enable learners to look objectively at their own performance. If tutors and trainers have access to a video camera, learners can record their own performance. This provides a valuable record and learning aid. Each person can look objectively at his/her own behaviour and assess their own verbal and non-verbal communication. Videos should be used in full consultation so that it does not become threatening.

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