

National Unit Specification: general information

UNIT	Gàidhlig: Communication Skills (Access 2)
NUMBER	D587 08
CLUSTER	Not applicable. This is a freestanding single unit.

SUMMARY

This unit provides opportunities for candidates to develop communication skills through the medium of the Gaelic language according to the conventions of community, education and training settings.

OUTCOMES

- 1 Convey simple information.
- 2 Receive simple information communicated in a community setting.
- 3 Receive simple information communicated formally in a learning or training setting.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	FK
Publication date:	August 1999
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Gàidhlig: Communication Skills (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Oral Communication Acc 2

National Unit Specification: statement of standards

UNIT Gàidhlig: Communication Skills (Access 2)

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

OUTCOME 1

Convey simple information.

Performance criteria

- (a) The purpose of the communication is identified accurately.
- (b) The content of the information is accurate in terms of the purpose for which it is conveyed.
- (c) The communication is made according to recognised social conventions.

Note on range for the outcome

Type of communication: informal, formal.

Evidence requirements

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

- on two separate occasions, conveying information informally in a community setting
- on two separate occasions, conveying information formally in a community setting
- on two separate occasions, conveying information formally in a learning or training setting

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

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

National Unit Specification: statement of standards (cont)

UNIT Gàidhlig: Communication Skills (Access 2)

OUTCOME 2

Receive simple information communicated in a community setting.

Performance criteria

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

Note on range for the outcome

Type of communication: informal, formal.

Evidence requirements

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

- on two separate occasions, receiving information communicated formally
- on two separate occasions, receiving information communicated informally

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

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

OUTCOME 3

Receive simple information communicated formally in a learning or training setting.

Performance criteria

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

Evidence requirements

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

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

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

National Unit Specification: support notes

UNIT Gàidhlig: Communication Skills (Access 2)

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 CONTENT AND CONTEXT FOR THIS UNIT

While undertaking the unit, the candidate should learn to communicate informally and formally in a community setting and to communicate formally in a learning or training setting.

The teacher/lecturer should make it clear to candidates that when they socialise informally and formally during the course of their daily lives, for the purpose of this unit, they are communicating in a 'community setting'. For example, the candidates might meet other members of the local community either in the vicinity of their homes 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 used by the candidates.

In comparison, the teacher/lecturer should make it clear to candidates that when they meet people who are engaged in learning or training activities, for example in a school, college, youth training centre, work experience placement, social work resource centre or community education centre, they have an opportunity to communicate in a 'learning or training setting'.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An integrated approach using practical experience of communicating with other people both familiar and unfamiliar to the candidate, should be encouraged in a variety of supervised contexts and settings. The teacher/lecturer should deliver the unit in naturally occurring community settings and learning/training settings whenever possible, in order to encourage candidates to relate the outcomes in this unit to their own experiences of daily living and to their own individual educational goals.

Candidates should be enabled to convey and receive information by using their normal mode of communication.

Candidates should also be encouraged to conform to recognised social conventions. This includes practising adjusting verbal and non-verbal cues to suit formal and informal occasions, although account must be taken of any physical, sensory or cognitive disability which might make this difficult.

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

Non-verbal cues include adjusting body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

The teacher/lecturer should emphasise to candidates 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.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Communication Skills (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

An integrated approach to assessment should be used whenever possible. This should involve practical exercises in communicating as opportunities occur naturally in the candidate's learning programme. Opportunities might include group work, work experience, role play, simulations and residential stays.

Centres may use the instruments of assessment which are considered by teachers/lecturers to be most appropriate.

Suggested assessment procedures for all outcomes consist of practical exercises, possibly supplemented by personal interviews which may encourage some candidates to draw out the necessary evidence from their experience of undertaking the unit.

An observation checklist may be used to record evidence of the candidate's performance during practical exercises. It could also be used to construct personal interviews.

It is the centre's responsibility to ensure that an accurate record of each candidate's response is retained as evidence of his/her performance.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).