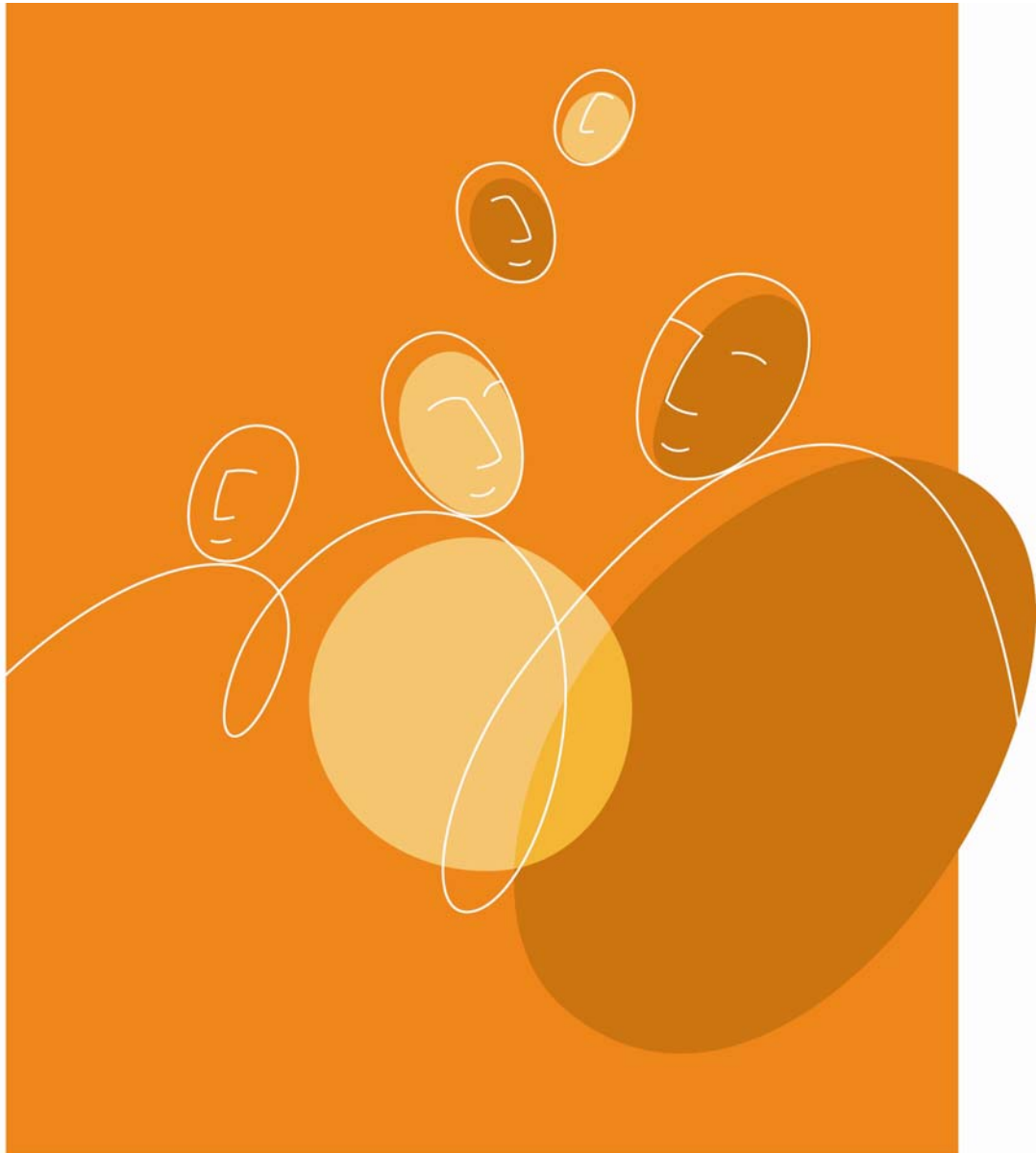


# Core Skills Portfolio

## Communication, Access 3



## **Contents**

|  | <b>Page</b> |
|--|-------------|
| Section 1: Introduction and background | 3           |
| Section 2: Phyllis Smith               | 5           |
| Section 3: Portfolio of Evidence       | 6           |
| Reading                                | 7           |
| Writing                                | 17          |
| Reflection and Evaluation              | 23          |
| Speaking                               | 26          |
| Reflection and Evaluation              | 31          |
| Section 4: Assessment Evidence         | 33          |
| Observation Checklist                  | 34          |
| Appendix A Access 3 Unit specification | 35          |

## Section 1: Introduction and background

In April 2005, the publication entitled *Guidelines on Building a Portfolio of Evidence for Core Skills in Community Settings* was produced to support the Adult Literacy and Numeracy Curriculum Framework for Scotland.

The guide introduces Community Adult Learning tutors to SQA Core Skills qualifications in communication and numeracy and contains examples of learner work that meets the qualification standards at SCQF Level 3.

Core Skills Units are context free qualifications which mean that learners can continue to learn the things that are relevant and meaningful to them whilst gaining national recognition for their learning. Core Skills Units can be achieved by collecting and storing work produced by the learner in what we call a “portfolio of evidence” which can then be used for accreditation purposes. A portfolio is also a good way to illustrate the distance travelled by a learner as it enables them to look back and see for themselves the difference in the work they are producing now compared to what they used to.

Progress logs are also a useful means of motivating and encouraging the learner to take more responsibility for their own learning through praising achievements and encouraging the learner to do some work in areas which need some development.

This document has been produced to accompany the *Guidelines on Building a Portfolio of Evidence for Core Skills in Community Settings*. The main purpose of this document is to illustrate to tutors and learners what a portfolio being put forward for accreditation at SCQF level 3 might look like.

It is important to point out that a portfolio is a dynamic document which evolves with the learner in terms of purpose and direction. A learner often attends Community Based Learning programmes to address a specific need and leaves the programme once that need has been filled. For some learners this is enough, other learners may like to learn other things but don't know what.

Learners who are encouraged to retain their work in a folder may file things in a less structured way than is needed for accreditation purposes. A portfolio being used for accreditation purposes needs to contain certain things to assist with the internal / external verification such as; selecting, identifying and indexing the work being used as assessment evidence so it can be easily found; cross-referencing the evidence to the Unit specification; authenticity of learner work through witness testimony (tutor signature).

Further guidance on Managing a portfolio for certification can be found on pages 9 and 10 in the *Guidelines on Building a Portfolio of Evidence for Core Skills in Community Settings*.

What follows is an example of a learner's portfolio which is being presented for accreditation for the Communication Core Skill at SCQF level 3. The information within the portfolio is based on a fictional character called Phyllis Smith.

Copies of all materials referred to in this document can be downloaded free of charge from the Core Skills section of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

If you would like more information on Core Skills, please get in touch with a member of the team at: [core.skills@sqa.org.uk](mailto:core.skills@sqa.org.uk)

## **Section 2: Phyllis Smith**

When Phyllis walked into her local Community Learning centre she had two specific learning goals in mind. Those goals were discussed and recorded on her individual learning plan:

### **Learning Plan**

Learner's Name: Phyllis Smith

Tutor's Name: Shirley Best

Date of Interview: 23.08.06

### **Learner's Aims:**

- improve skills in reading, writing and spelling so I can help my son with his homework
- learn how to use a computer so I can get a better job

Gaining a qualification was not the focus of Phyllis's learning, however, Phyllis's tutor, Shirley Best, is familiar with the Core Skills Units and SCQF levels. After a period of time working with Phyllis, Shirley recognised that the work being produced by Phyllis was meeting the Reading and Writing requirements of the Communication Core Skill Unit at SCQF level 2 and Shirley was confident that with a little more encouragement and guidance Phyllis was more than capable of achieving SCQF level 3.

Shirley showed Phyllis the Communication Core Skills Unit and explained that the work she has been doing over the past couple of months almost meets the first two Outcomes of the Unit and were she to do a little more work on her reading and writing and some oral communication she could get a qualification which could help her to get a better job.

Phyllis was surprised to hear that her work was good enough to get a certificate and felt proud at the prospect of showing her certificate to her son. She had enjoyed doing the work up to now and figured that Shirley would not encourage her to do something unless Shirley believed she could do it so Phyllis agreed to give it a go.

Phyllis's decision to "give it a go" gave a focus and a clear purpose to the learning she would do over the next three months. It paid off – and she got her certificate.

### Section 3: Portfolio of Evidence



**PERSONAL PORTFOLIO**

Phyllis Smith

# Reading

| Ref No. | Content  |
|---------|--|
| R1b     | Letter from school                               |
| R2b     | Learn Something New Today. Learn direct leaflet  |
| R3b     | Do you want to give up smoking? NHS Fife leaflet |
|         |  |

**Notes:** The following section contains three examples of reading materials and learner responses. A real learner portfolio is likely to contain much more materials than this.

The materials that follow illustrate the type of question used for each Performance Criteria attached to the first Outcome of the Communication Core Skill Unit. They also illustrate progression made by Phyllis i.e. as her understanding of the purpose of the text increases so does the accuracy of her responses to the questions.

The materials are referenced so any comments relating to them in the progress log are clear and also to make finding the piece(s) selected for accreditation purposes easier to locate.

The progress log has been placed at the front of this section to give the reader a flavour and understanding of what follows. The tutor's own notes are also shown on the same page as the learner's progress log to illustrate to the reader where they relate to the Core Skills Unit but would most likely be retained in a separate document by the tutor due to them being more of a performance indicator as opposed to qualitative feedback to the learner.

**Name: Phyllis Smith**

**Progress Log – Reading**

| Date                    | Comments  |
|-------------------------|---|
| Sept 1                  | First day. Felt nervous. Did some reading with Shirley. She seems nice.   |
| Sept 8                  | Did some more reading. Shirley asked questions and I gave the answers.  |
| Sept 13<br><b>(R1b)</b> | Wrote down answers this week. Went over them with Shirley. She said I'd understood the questions but needed to write a bit more – specially the last one.   |
| Sept 22                 | Looked at some more reading work. Shirley talked about how to answer the questions. Looked at some work other people in the programme had done.   |
| Sept 29<br><b>(R2b)</b> | Had another go at answering questions. Shirley said I'd got the hang of the last question this time - even read it out to the other people in the programme!  |
| Oct 5                   | Looked back at what I'd written about main points in Q2. Realised I'd missed out all sorts of things like not having to have qualifications! Felt an idiot but Shirley said it's easily done and with a bit more practice I'll be fine. Wish I could believe her! Still even I could see that my answers were much better this time than the first. |
| Oct 12                  | Looked at some other leaflets. Worked in groups, picking out main points and that. Felt I was doing OK.   |
| Oct 17<br><b>(R3b)</b>  | Shirley gave us a leaflet on smoking to read. It was really good. I'd never heard of this service and I'd really like to kick the habit. Shirley is really pleased with me. She said I answered the questions really well. Feeling good about how I am doing, looking forward to next week.   |

**Tutor's own notes**

R1b – meets PC (b) - Phyllis understood the purpose of the text but needs encouragement to write more

R2b – meets PC (a) and (c) – Phyllis demonstrated a clear understanding of the purpose of the text through her increased written responses. However, for Outcome 1 she must satisfy the criteria within one task. Introduce more leaflets to the group to encourage group discussions and identify individual interests.

Rb3 – Phyllis's responses to the smoking leaflet are excellent and meet PCs (a), (b) and (c).

Read the following letter and then answer the questions below.

St Catherine’s Primary School  
Springburn Road  
GLASGOW  
G40 7SP

Dear Parent

**Summer Outing to Mugdock Country Park P1 - 3**

Our end of term outing this year will be to Mugdock Country Park on Wednesday June 15. We will be leaving the school at 10am and returning at 2.30pm. Your child should bring wellies and waterproof clothes, a packed lunch and a small amount of money for ice-creams etc.

Last year we were very grateful to all the parents who so kindly volunteered to accompany us as helpers. I would be most delighted to have a similar response this year as it makes the day so much more fun for everyone.

If you can spare the time please either ring Eileen the secretary on 0141 353 1006 or indicate in the tear-off sheet at the bottom.

Looking forward to seeing you all and having a great day.

Yours sincerely

*valerie campbell*

Head teacher

.....

My child.....will/will not be going on the outing to Mugdock Country Park on June 15

I can/cannot be a parent helper (please delete as appropriate)

Please complete and return to class teacher by June 9

**Questions - Letter from school**

(PCa) 1 Why has this letter been written? Is it to tell you:

That it is nearly the end of term?

That P1 are having an outing?

That P1-3 are having an outing and parent helpers are needed?

*That p1-3 are having an outing.*

(PCb) 2 What are two things that the children have to take with them.

*Wellies and packed lunch.*

3 Is this the first time parents have been asked to be helpers?

*no*

4 Give two ways parents can tell the school if they are willing to be helpers

*Ring the secretary or tell the teacher in the tear-off slip.*

(PC3) 5 Is this a good letter? Yes/No

Choose one and give one reason for your answer.

*It is good because it tells the parents the children are having an outing.*

**Name:** *Phyllis Smith*

**Date:** *13 September 2006*

Read the leaflet and answer the questions below

## What do I do now?

Call learndirect scotland free on 0808 100 9000

- for your FREE learning guide
- to speak to a learning adviser
- for details of your nearest learning centre

Remember – no matter how often you call for guidance or information, using learndirect scotland is absolutely free. So, make a difference to your life today and give us a call.

Call free on 0808 100 9000 or visit our website at [www.learndirectscotland.com](http://www.learndirectscotland.com)

# Learn something new today



**Learndirect**  
SCOTLAND  
your national gateway to learning

**0808 100 9000**  
[www.learndirectscotland.com](http://www.learndirectscotland.com)

**Learndirect**  
SCOTLAND  
your national gateway to learning

**0808 100 9000**  
[www.learndirectscotland.com](http://www.learndirectscotland.com)

## One call. Thousands of courses.

Want to get more out of life?

Learning something new can help build your confidence, improve your job prospects, boost your career or simply help you keep up with the kids!

Whatever you want to learn, call **learnirect scotland** free on **0808 100 9000**.

We'll help you choose from thousands of courses throughout Scotland – at learning centres, colleges, universities and training companies. Whatever you want to learn – from computing to carework – we'll help you find the course for you.

learnirect scotland is for everyone. Wherever you live in Scotland, our learning advisers can help you find a course that fits around you and your life.

### Help with your learning costs

There are lots of ways to get help paying for your learning – particularly if you are unemployed or on a low income.

Some of the options available to you may include fee waivers, grants, bursaries and student loans. In certain cases just living in a particular area may mean you can get discounted or free learning.

For more details about funding help available to you, call our freephone helpline on **0808 100 9000**.



### How do I find the learning that's best for me?

Just call our freephone helpline and talk to one of our learning advisers, as often as you need to. We'll check out what's available at community learning centres, colleges and universities near you, and help you decide what's best for you. We'll also send you a free learning guide covering everything from funding to childcare.

### Who'll look after the kids?

Many colleges and learning centres now have crèche facilities offering free or discounted childcare. If you work at least 16 hours a week, you may also be eligible for Childcare Tax Credit. Or we can help you find a course that fits around you caring for your family. We'll talk you through all the options when you call.

### What if I don't have any qualifications?

No problem at all. There are thousands of courses you can start without any formal qualifications. We'll simply make it quick and easy to find the best one for you.

### Learning centres in your area

Learning centres offer a new way to learn, at a time and pace to suit you. There are now more than 400 learnirect scotland centres throughout the country – helping more than 50,000 people get learning. Call us today to find your nearest learnirect scotland learning centre.

**Learnirect**  
SCOTLAND  
your national gateway to learning

**Learn something new today – call 0808 100 9000**

**R2b**

**Questions – Learn something new today**

(PCa) 1 Why do you think this was written?

To tell people about how to get help with learning.

(PCb) 2 What are the main points?

You get help with money and childcare.

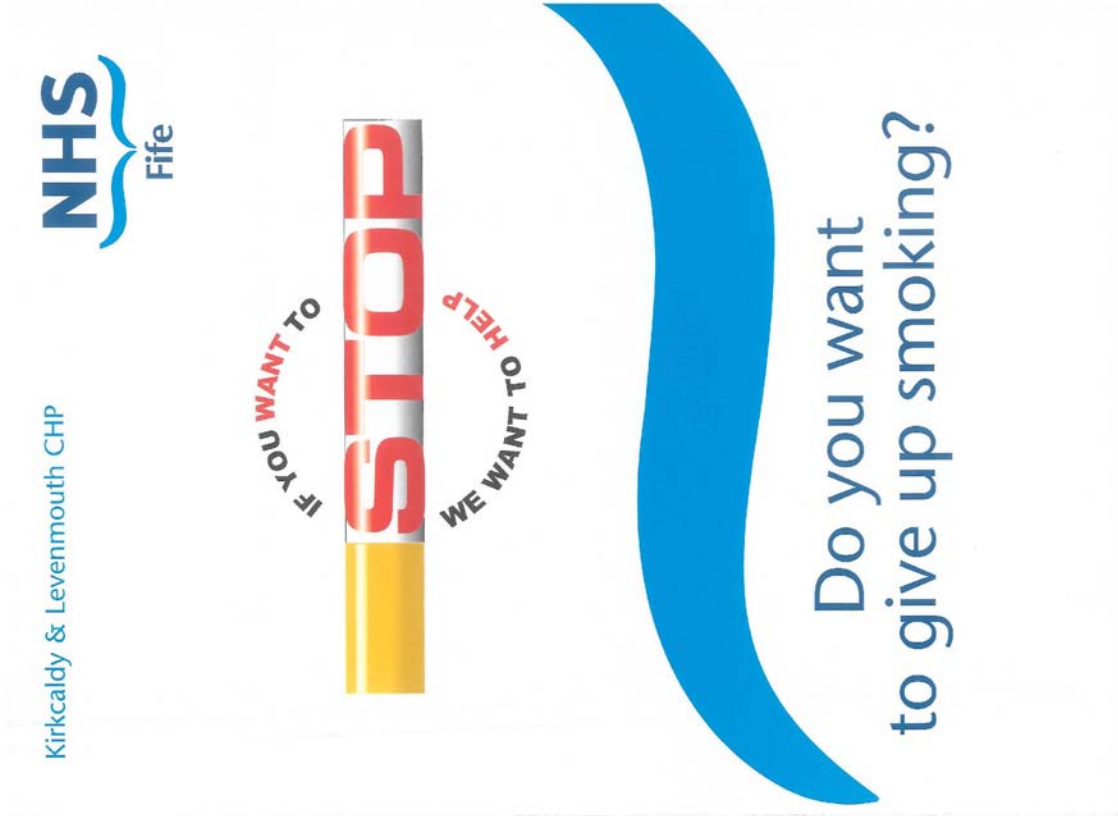
(PCc) 3 How useful is it?

It is useful because it tells you everything you need to know about how to get help with courses. It gives you lots of information and it tells you how to get in touch so it is helpful.

Name: Phyllis Smith

Date: 29 September 2006

Read the leaflet and answer the questions below



Pharmacies offering Smoking Cessation Support

|                                     |               |
|-------------------------------------|---------------|
| Kirkcaldy -                         |               |
| Lloyds Pharmacy, Whytemans Brae     | 01592 268784  |
| Lloyds Pharmacy, Viceroy Street     | 01592 260925  |
| Lloyds Pharmacy, The Postings       | 01592 268120  |
| Lloyds Pharmacy, Dunearn Drive      | 01592 260342  |
| Boots the Chemist, Fife Retail Park | 01592 644139  |
| Boots the Chemist, High Street      | 01592 646874  |
| ASDA Pharmacy, Carberry Road        | 01592 654315  |
| Burntisland                         |               |
| Lloyds Pharmacy, Burntisland        | 01592 873725  |
| Levenmouth                          |               |
| Leven Pharmacy, Leven               | 01333 423390  |
| T W Buchanan, Leven                 | 01333 423133  |
| Lundin Links Pharmacy               | 01333 320274  |
| Moss Pharmacy, Methil               | 01333 423276  |
| Lloyds Pharmacy, Kennoway           | 01333 350327  |
| Smoking Cessation Service           | 01592 715213  |
| NHS Smokeline                       | 0800 84 84 84 |

If you, or anyone you know, requires this information in large print, audio or Braille contact the Fife Healthline on 0845 7626799 – or in another language, contact the Patient Records Manager, Victoria Hospital, Kirkcaldy 01592 643355.

Designed by Learning & Communication Service,  
Health Promotion Fife.  
Created March 2005. Review by March 2007.

## Do you want to give up smoking?

If you do, then our Smoking Cessation Service could help you. We know that giving up smoking is a tough challenge. If you join one of our support programmes we can help you kick the habit for good.

Who can use this service?

You can use this service if you are registered with a GP Practice in Kirkcaldy, Kinghorn, Burntisland, Methil, Methilhill, Leven, Buckhaven, Kennoway or Lundin Links.

How much does it cost?

All support provided is free of charge. Smoking Cessation Medication e.g. Nicotine Replacement Therapy (NRT) is also free to clients who are exempt from prescription charges. If you are not exempt, normal prescription charges apply.

What does support involve?

Support involves either individual or group sessions where we

- help you prepare to stop smoking
- discuss how you are getting on with giving up
- offer you practical advice on how to manage any problems you may have while quitting.

We will also help you choose a suitable smoking cessation product to help support your quit attempt.

What types of support are available?

There are 2 types of support available:  
Community Pharmacy Support  
Specialist Support.

What is Community Pharmacy Support?

This is an 8-week programme of individual support provided by trained pharmacy staff. Sessions are about 10 minutes long and take place in local pharmacies. A variety of different session times are available including evenings and weekends. There are 13 participating pharmacies in the area.

What is Specialist Support?

This is a 7-week programme of intensive support provided by specialist workers or trained community nurses. Support is usually provided in groups, but there are a limited number of individual sessions available. Group sessions are about 1 hour long and individual sessions are 20-30 minutes long. People who attend groups benefit from sharing experiences with others who are also giving up smoking. Sessions take place in local venues and are available at different times including evenings.

What do I do next?

Now that you have decided to stop smoking, you have to choose which type of support suits you best.

If you want to use the Community Pharmacy Support Service, please contact your nearest participating local pharmacy. Details of the 13 participating pharmacies can be found on the back page of this leaflet.

If you want to use the Specialist Support Service, call 01592 715213. You will be given details of the groups or individual sessions available in your area.

If you wish to discuss the options, you can contact either service for more information.

What happens after I quit?

We are very keen to find out how people get on with trying to give up smoking after their support sessions have finished. With your permission, we will contact you by telephone or letter to see how you are doing at 1, 3 and 12 months after your quit date.

**Questions - Smoking leaflet**

(PCa) 1 Why has this leaflet been written? Is it to tell you;

Smoking is bad for you?

How much it costs to go on a programme?

What support is available in the area to help you stop smoking?

*What support is available in the area to help you stop smoking.*

(PCb) 2 Write down the two types of support that are available.

*Community Pharmacy Support  
Specialist Support.*

3 How much does the support service cost?

*It is free*

4 What is one way the leaflet tells you to find out more information about the services?

*You could call into your nearest pharmacist.*

(PCc) 5 Is this a good leaflet? Yes/No

Give one reason for your answer

*Yes it supplies you with all the information you would need to know. It is quite easy to read because it has headings. It is helpful.*

**Name:** Phyllis Smith

**Date:** 17 October 2006

# Writing

| Ref No. | Content       |
|---------|---------------|
| W1      | Two Crows     |
| W2      | Tropical Fish |
| W3      | Shaz          |
|         |               |

**Notes:** The following section contains three examples of written work produced by Phyllis. A real learner portfolio is likely to contain much more materials than this.

The materials that follow illustrate the standard of writing needed to achieve the second Outcome of the Communication Core Skill Unit. They also illustrate progression made by Phyllis in terms of content, structure and spelling etc.

The materials are referenced so any comments relating to them in the progress log are clear and also to make finding the piece(s) selected for accreditation purposes easier to locate.

The progress log has been placed at the front of this section to give the reader a flavour and understanding of what follows. The tutor's own notes are shown on the same page as the learner's progress log to illustrate to the reader where they relate to the Core Skills Unit but would most likely be retained in a separate document by the tutor due to them being more of a performance indicator as opposed to qualitative feedback to the learner.

**Name: Phyllis Smith**

**Progress Log – Writing**

| <b>Date</b>         | <b>Comments</b>  |
|---------------------|--|
| Oct 30              | Did some spelling and punctuation work. Shirley helped me to use dictionary.   |
| Nov 6<br><b>W1</b>  | Wrote Two crows. Shirley said she could see the crows as she was reading it. She says my spelling and punctuation are ok but I need to put in more information. She said a story should have a beginning, a middle and an end.   |
| Nov 13              | Started new piece of work. Shirley discussed paragraphing. Tried to use word-processor. Didn't break it!   |
| Nov 20              | Did some work on paragraphs. More practice on word-processor. Getting better!  |
| Nov 27<br><b>W2</b> | Tropical Fish. Shirley says this is much better. But she says the middle paragraph is more of a list. It is still quite short but it is longer than the first piece so that is progress!   |
| Dec 3               | More work on paragraphs. Looked at work done by other learners. Getting good at word-processor. Shirley showed me how to put pictures in.  |
| Dec 10              | Started new piece about my cat. Shirley suggested some changes. Talked about importance of structure.  |
| Dec 17              | Revised new piece. Put in more information and wrote a conclusion. Shirley helped to find a picture.   |
| Jan 6<br><b>W3</b>  | Shaz. Success! Shirley says this is great. It has got a beginning a middle and an end. This time I've got 5 paragraphs and each paragraph is giving the reader more detail about Shaz. My spelling and grammar are correct. I'd like to use more interesting words. Tutor says she will help me. |

**Tutor's own notes**

W1. Two Crows. This is Phyllis's first piece of writing which achieves PC (a) and (d). Need to work on structure – encourage her to write more.

W2. Tropical Fish. Phyllis's second piece of writing which is a great improvement. She has taken my previous comments on board by producing a more structured piece of writing. This piece achieves PC (a), (c) and (d). Two Crows and Tropical Fish taken together would meet PC (b) as they are thematically linked (animals) and are over 100 words. However, Phyllis seems to enjoy writing so build on this – lots of encouragement. She is a willing and able learner who with a little more work on structure could easily achieve the whole Outcome.

W3. Shaz. I knew she could do it! This piece of writing meets the criteria for all four PCs. Discuss the possibility of certification with Phyllis as she is more than capable of achieving it.

## Two Crows

I was looking out of the window at the roof across the road. Two crows were nesting in a chimney pot on the roof. One crow was goose-stepping across the roof and the other was goose-stepping round the chimney pot. It was a bit of fun.

Phyllis Smith

6 November 2006

## Tropical Fish

I started to keep tropical fish because one of my men at work gave me the tank.

At the moment I have in my tank about 14 fish. The names of them are Cardinal Tetra, Three Spot Gourami, Gold Gourami, Clown Pleco, Wild Catfish and Albino Catfish.

It helps me to relax at night when I come home from work. I would like a bigger fish tank for Christmas so I can buy some Discus fish.

Phyllis Smith

27 November  
2006

## Shaz

Shaz was born on the 9<sup>th</sup> November 2005. She was the fourth kitten born out of a litter six. She is ginger with a white tummy and white paws. When I got her she was the smallest kitten in the litter and she is still quite small now.

When I got her home, I let her play in the living room. My husband Paul got a tray and put some cat litter in it. When Paul put the tray in the living room, Shaz used it and she has never made a mess anywhere in the house.

When Shaz went for a wander around the house one day she went into my son's bedroom. When Paul found her she had scratched the wallpaper next to the door. Paul and my son, Jonathan were angry with Shaz so I had to tell her off and give her no treats that day.

She is now a year old and she is still a mischievous little monkey. She chases spiders, flies, moths and birds and so far she has caught two birds and some moths.

She is a lovely cat, who loves to play with her toys, getting treats and her dinner too. She also loves to sleep, which she does a lot of. I love my cat. To me she is the best cat in the world.



Written by Phyllis Smith on 6 January 2007

## Reflection and Evaluation

Reflection is perhaps the most important part of learning. Being aware of the things you are good at and the things you are not so good at enables you to make more informed decisions on what you want to do next. It is important to encourage learners to reflect on their learning so in time they take more responsibility for their own learning. It is also important for a tutor to reflect on the suitability and effectiveness of their delivery.

The portfolio approach provides an ideal method of reflecting on the learning journey. If a learner is producing work that meets the Core Skill standards then the opportunity for certificating that learning should be discussed with the learner.

Shirley and Phyllis agreed to review how things are going. They also decided to review things orally as a change from all that writing! What follows is a transcript of their discussion:

*Shirley:* Hi Phyllis. I'd like us to discuss how you feel about the work you have been doing in the programme over the past six months. I think your reading and writing skills have come on leaps and bounds but it's what you think that really matters so tell me, how do you think you are doing?

*Phyllis:* I can't believe how far I've come since September. You've no idea how scared I was when I started coming to this programme. I was always hopeless at English at school.

*Shirley:* Well the progress you have made has been purely down to you. You've really stuck at it. Let's have a look at the Learning Plan you wrote at the beginning and see what you think about things now. Let's start with the reading. How do you feel about that now?

*Phyllis:* I feel much more confident. I think what helped the most was being able to go at my own pace and not feeling pressured. It was good being in a group of other adults. At first I didn't like other people looking at my work – even you Shirley – but after a bit I relaxed. After all we are all in the same boat.

*Shirley:* Lets look back at the three pieces you did for reading, can you see any difference in your responses?

*Phyllis:* Yes. At first I just didn't have a clue what the questions were on about. It really helped when you talked about it and reading the leaflets together was a big help.

*Shirley:* Okay – lets look back at your written work. Do you see a difference?

*Phyllis:* Definitely. I found writing quite an effort to begin with so kept my stories as short as possible. I'm not short on ideas for things to write about but I'd never really got the hang of paragraphs at school. I found it really helpful when you talked about – what

do you call it? Structure? I realised what it meant when we discussed the difference between my first piece and my second and looking at examples of what other people had written helped me a lot.

*Shirley:* I know. You moved from Two Crows to Tropical Fish. What a difference – great! And then Shaz – brilliant! Your spelling and grammar has really come on too. Is there anything else you found helpful apart from what we've already talked about?

*Phyllis:* Well, learning to use the word-processor was great. If only they'd been invented when I was at school! When you said we were going to use them, I don't mind telling you I was terrified. Even now I can't believe how quickly I got the hang of it! The spell check is the best invention since sliced bread. I think the rest of the people in the programme would agree on that.

*Shirley:* I see you've written in your progress log that you want to widen your vocabulary and knowing how much you have enjoyed using the computer, would you like me to show you how to use the Thesaurus which lists alternative words from the one you are thinking of.

*Phyllis:* Yeah, that would be great. I really enjoy writing about things now and find myself telling the stories to my son at bedtime. He loves them and thinks I am really clever!.

*Shirley:* That is a very wise boy you have there!. So to round off, Phyllis, do you think this portfolio approach has been right for you?

*Phyllis:* Definitely. It's really encouraging for me to look back and see how I've come on. There'll be no holding me now!

*Shirley:* I'm delighted to hear that because there is something I would like to show you. This is what is known as a Core Skill Unit Specification for Communication. What it does is identify the skills needed to be a good communicator such as reading, writing and speaking. The Unit is broken down into three Outcomes, respond to simple written information, produce simple written communication and produce and respond to simple oral communication. The Unit also identifies the performance criteria and evidence requirements for each Outcome. People who meet these requirements get a certificate from the Scottish Qualifications Authority. How do you think you would feel if I were to tell you that the standard of work you have been producing recently meets the evidence criteria for the first two Outcomes of this Unit?

*Phyllis:* Gob smacked!

*Shirley:* Well believe me, you have so well done you. How would you feel if I said to you that with a little bit of work on your oral skills you could get that third Outcome which would then mean you would get a certificate. What do you think about that?

*Phyllis:* What me? I never got a certificate in my life!

*Shirley:* Well you say in your learning plan that you'd like to get a better job. A certificate would help to show employers what you are capable of.

*Phyllis:* What would I have to do?

*Shirley:* In a word "talk".

*Phyllis:* No problem, you know that is something I like to do. Mind you, who would I have to talk to and what about

*Shirley:* Don't look so worried – you know about structure now and you seem comfortable with the group – how about telling them about something your interested in or that you believe strongly in.

*Phyllis:* If you'd said to me back in September that I'd be standing up giving talks I'd have run a mile but Ok let's give it a go.

*Shirley:* Fantastic Phyllis, we will get started on it next session. And well done.

# Speaking

| Ref No. | Content            |
|---------|--------------------|
| S1      | Notes for talk     |
| S2      | Power point slides |

**Notes:** The following section contains the progress log which shows how Phyllis got to the point of being able to give her talk. What is not shown is how her original notes were re-worked to get to the format they are presented in this document.

**Name: Phyllis Smith**

**Progress Log – Speaking**

| Date              | Comments   |
|-------------------|--|
| Jan 24            | Shirley let us listen to a tape of talks some learners had given before. I'll never be able to do it!  |
| Jan 31            | Shirley is really positive and has convinced me to give it ago. Discussed with Shirley what I'm going to talk about. We agreed on the school visit to Mugdock country park. I'll never make it last 2 minutes.   |
| Feb 7             | Shirley talked about structure. It's just like the writing piece really. Got to have a beginning, a middle and an end.   |
| Feb 14            | We all practised to see if we could speak loud enough. Then we talked about body language. Had a laugh!  |
| Feb 21            | Did a run through of the speech. Shirley said it was good, plenty of information and she could hear me fine but I didn't look at the audience. That was because I was reading it.  |
| Feb 28            | Shirley has come up with an idea to help. She showed me how to do power point. I put my notes on the screen and then I can use them and still look at the audience. Can't wait to tell my son what I've learnt!  |
| Mar 7             | Spent a long time on my power point. I thought it would be really tricky but it isn't. Shirley says it makes the talk more professional. I'm going to do a run through to the family.  |
| Mar 14            | Two people did their talks today. I asked questions at the end. Very good practice for my talk. I'm still terrified but having the slides should help. At least I won't forget what I want to say.   |
| Mar 21            | Did a run through. Shirley reminded me about speaking clearly and to slow down. Helped me find pictures for the slides. I was worried that it wouldn't be long enough but she said she had timed me and it was just 2 minutes. She says I'm ready to do it. Fingers crossed! |
| Mar 28<br>S1 / S2 | Did the talk. Went really well. Shirley says she wants to talk about certification. Cannot believe it – feel like bursting into tears - so happy!  |

**Tutor's own notes**

21 Feb – Phyllis did a first draft which satisfied all the PCs but was just under 2 minutes because she talked so fast which made it difficult to follow. Discussed pace and structure and looked at ways to help with this. Phyllis jumped at the chance of trying power point as she is becoming really confident on the computer – look at criteria for Core Skill Unit in Information Technology.

21 March – Phyllis did a practice today and did really well but needs to talk slower so talk last 2 minutes.

28 March - She did it! – fantastic. No qualms in ticking the boxes on the assessment checklist.

**Talk on visit to Mugdock Country Park.**

Hi Everyone, my name is Phyllis. My talk is about my visit with my son's school to Mugdock Country Park.

The trip was on Wednesday June 15 and I had offered to be a helper.

On the day of the trip my son got me up at 6 in the morning cause he was so excited. It was the first morning in ages that I haven't had to shout at him to hurry up and get ready or he would be late for school.

All the kids had been told to bring wellies, a jacket, sun cream and sun hats just in case! They all brought along sweets too, most of them were eaten before they even got on the bus.

We went on the school mini-bus which was a laugh as we sang songs I remember from when I was wee, like "Ye cannae shove yer granny aff a bus" and "stop the bus".

It took an hour to get to the park which is great by the way. It has an adventure playground and lots of picnic areas and loads of space for the kids to run around.

When we got there we went to the adventure playground first. There were slides and swings and all sorts of exciting things. The kids had a ball and weren't happy when we told them it was time to go for lunch. We took them down to the loch for a picnic. There were lots of sandwiches and juice and for a treat they got an ice-cream from the icy.

In the afternoon Mr Smith the P2 teacher organised races and games. All the kids got prizes – more sweets! There was a wheel barrow race for the adults. I came last but it was a laugh, my son likes to kid me on about how daft I looked, even now.

The trip back to school was a lot quieter than in the morning as most of the kids had gone to sleep. We got back to school at 3 30.

All the kids said it was fantastic and some asked if we could go back tomorrow!

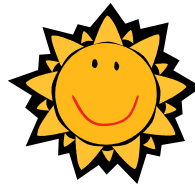
The teachers thanked the helpers and said it had been a good day. I really enjoyed it. It was lovely to see the kids having fun and all the teachers and the other helpers were really nice and friendly.

I will definitely be a helper next year. The kids and I are looking forward to it already.

Thank you for listening. Are there any questions?

## My talk on the school outing to Mugdock Country Park

- Date of outing
- Why I went on it
- How we got there
- What the park is like



### Slide 2

- What we did first
- Where we had lunch
- What we did in the afternoon



## Slide 3

- What the children thought of it
- What the teachers thought of it
- What I thought of it



## Slide 4

- Conclusion
- Why I will be back next year



# Reflection and Evaluation

April 4. Once again Phyllis and I agreed that we would do the evaluation orally. What follows is a transcript of our discussion.

*Shirley:* Hi Phyllis. Congratulations. You've done it!

*Phyllis:* What? You mean I've got a certificate?

*Shirley:* You certainly have. A certificate from the Scottish Qualifications Authority will be coming through your letter box soon.

*Phyllis:* I can't believe it. My family will be thrilled to bits.

*Shirley:* Do you remember this?

*Phyllis:* My learning plan! – it's not very exciting?

*Shirley:* It is not about imagination, it is about what you need at the time and setting realistic targets. Do you feel that you have achieved what you wanted to through your learning sessions?

*Phyllis:* Definitely. Being able to help Sean with his homework means the world to me. I always try and encourage him to do that little bit extra as I know how important it is and how good it makes you feel when something you thought was hard sinks in and you end up thinking – that wasn't hard at all

*Shirley:* And what about getting a better job? Have you given any thought to that?

*Phyllis:* Well there's a job coming up at Sean's school that I was thinking about trying for. I know I won't get it though.

*Shirley:* How could you possibly know that? What skills are they looking for?

*Phyllis:* I have the ad here – Admin Assistant, must have good communication skills, able to use a computer and work well within a team.

*Shirley:* You have a certificate to prove you have good communication skills, you used the computer to help you produce the evidence to get that certificate – remember how you enjoyed using the word processing package and power point?. Work well within a team – you have been doing that from the day you walked in here. Go for it, Phyllis!

*Phyllis:* Will you help me fill in the application form?

*Shirley:* I'd be delighted – we can start on that right away. We could also practice interview techniques and do some more work on your IT skills. I have a copy of the Core Skills Unit for Information Technology here. Would you like to see it?

*Phyllis:* Go on then!

*Shirley:* Fantastic - you've taken to learning like a duck to water.

*Phyllis:* Like the ugly duckling eh?

*Shirley:* And look what he turned into!

## Section 4: Assessment Evidence

The way that Phyllis’s portfolio has been presented in this document does not reflect the fact that evidence can be gathered across the learning and need not be gathered on an Outcome by Outcome or Unit by Unit basis. For example: The final draft of the notes used by Shirley for her talk in Outcome 3 could contribute to Outcome 2 and if you remember it all started with the letter from the School used in Outcome 1. Also, by using power point and the word processing package as part of evidence gathering for the Communication Core Skill this could also contribute as evidence for the Information Technology Core Skill.

An holistic approach can and should be used whenever possible to avoid over assessment; to keep the learning focused on what the learner wants to do; and to enable the learner to recognise transferability of skills. What is crucial, regardless of the approach taken, is the indexing of the materials selected for assessment purposes so it can be easily found. An example is provided below.

| <b>D01B 09 – Communication</b> |  |                       |
|--------------------------------|--|-----------------------|
| <b>Outcome 1</b>               | <b>Respond to simple written information</b>   | <b>Evidence Ref</b>   |
| PC (a)                         | Identify the purpose of a communication  | R3b                   |
| PC (b)                         | Identify the significant ideas or main points of information in the communication    | R3b                   |
| PC (c)                         | Make a basic evaluation of the communication supported by a single piece of evidence | R3b                   |
| <b>Outcome 2</b>               | <b>Produce simple written communication</b>  |                       |
| PC (a)                         | The techniques used are mainly appropriate for the writer’s purpose and audience     | W3                    |
| PC (b)                         | All essential information or ideas are presented                                     | W3                    |
| PC (c)                         | Some evidence of structure is discernible in the communication                       | W3                    |
| PC (d)                         | Spelling, punctuation and syntax are sufficiently accurate to convey meaning         | W3                    |
| <b>Outcome 3</b>               | <b>Produce and respond to simple oral communication</b>                              | <b>Evidence Ref</b>   |
|                                | All PC’s covered   | Observation checklist |

## Observation checklist

**Name** Phyllis Smith

**Topic** Produce and respond to simple oral communication

The learner has:

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| (a) used an appropriate range of spoken language structures            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (b) conveyed simple information, opinions or ideas                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (c) attempted to sequence and link information, opinions or ideas      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (d) used delivery which takes account of situation and audience        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (e) offered responses which take account of the contribution of others | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Tutor comments

Phyllis delivered a power point presentation to the other members of her group today which was excellent. Her talk was based on her experience of helping out on a school trip which she articulated in a warm and friendly way. All members of the group were able to relate to her experience which was apparent by their comments at the end such as "I remember going on a school trip to ....." Who remembers that song about a jammy piece ...?"

In my opinion, Phyllis's presentation today meets the criteria required for Outcome 3 of Communication at Access 3.

**Tutor signature** *Shirley Best*

**Date** *28 March 2007*

**National Unit Specification: General Information**

**UNIT**                      Communication (Access 3)

**NUMBER**                D01B09

**COURSE****SUMMARY**

This core skills unit seeks to develop the ability to respond to and produce simple brief written and oral communication which is familiar and routine to the candidate's setting. This unit is designed to develop communication skills at a basic level. It should guide the candidate towards the acquisition of broadly-based skills in common language contexts, helping the candidate to maintain social and working relations.

**OUTCOMES**

- 1      Respond to simple written communication.
- 2      Produce simple written communication.
- 3      Produce and respond to simple oral communication.

**RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained Communication (Access 2).

**CREDIT VALUE**

1 Credit at Access 3.

**Administrative Information**

**Superclass:**        KB

**Publication date:** December 1998

**Source:**             Scottish Qualifications Authority

**Version:**            01

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification can be purchased from the Scottish Qualifications Authority. The cost is £2.50. (minimum charge £5.00)

### **CORE SKILLS**

Information on the automatic certification of core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The attainment of this unit will lead to the automatic award of:

- Communication at Access 3.

## National unit specification: statement of standards

### UNIT            Communication (Access 3)

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

#### Note on range for the unit

The outcomes should be demonstrated in relation to material which is familiar and routine to the candidate's setting.

#### OUTCOME 1

Respond to simple written communication.

##### Performance Criteria

- a) Identify the purpose of a communication.
- b) Identify the significant ideas or main points of information in the communication.
- c) Make a basic evaluation of the communication supported by a single piece of evidence.

##### Evidence Requirements

Written or spoken evidence that on one occasion the candidate has read an appropriate non-fiction text and shown understanding of basic information and an ability to make a single, simple evaluation of the communication. All performance criteria *must* be met within one task.

##### *Simple written communication*

Non-fiction texts must be used. Texts will be related to the candidate's personal experience, an area of study or the work setting. The communication will be brief, clearly presented and will contain several items of information. The content will be expressed in a direct, uncomplicated way and the key points will be explicit. The vocabulary will be familiar to the candidate and sentences will be simple in structure. Where linkage occurs, it will be straightforward.

#### OUTCOME 2

Produce simple written communication.

##### Performance Criteria

- a) The techniques used are mainly appropriate for the writer's purpose and audience.
- b) All essential information or ideas are presented.
- c) Some evidence of structure is discernible in the communication.
- d) Spelling, punctuation and syntax are sufficiently accurate to convey meaning.

##### Evidence Requirements

One piece of written evidence or a portfolio of thematically linked pieces to show that the candidate has achieved all the performance criteria. The piece, or pieces taken together, should amount to no fewer than 100 words.

## National unit specification: statement of standards

UNIT            Communication (Access 3)

### *Simple written communication*

The candidate will produce simple written communication which presents information of a basic nature. It will convey several items of information and/or opinions or ideas. Where appropriate, opinions or ideas may be presented in concrete personal terms. The layout, word choice and any use of graphics or pictures will be appropriate to purpose, context and target audience. The vocabulary and sentence structure will be simple. Some errors may be present but these will not prevent the reader from grasping the meaning.

### **OUTCOME 3**

Produce and respond to simple oral communication.

#### **Performance Criteria**

- a) An appropriate range of spoken language structures is used.
- b) The communication conveys simple information, opinions or ideas.
- c) An attempt is made to sequence and link information, opinions or ideas.
- d) Delivery takes account of situation and audience.
- e) Responses take account of the contributions of other(s).

#### **Evidence Requirements**

All the performance criteria must be met in one spoken interaction (discussion or presentation) with one or more people. A brief note of context and source will accompany the evidence, which could take the form of a checklist or recording. An individual presentation should last for a minimum of two minutes with additional time for questions.

#### *In a spoken interaction at this level*

The candidate will convey simple information, opinions or ideas with sequencing and linking appropriate to purpose and situation. Simple vocabulary in an appropriate register will be used and the vocabulary and the structure of the communication will allow the speaker's meaning to be conveyed. Delivery will be audible with some use of appropriate non-verbal conventions. The candidate will respond to points of view or questions from others.

## National unit specification: support notes

### UNIT            Communication (Access 3)

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

#### GUIDANCE ON CONTENT AND CONTEXT

The content and context for this core skills unit should be appropriate to the personal and/or vocational needs of the candidate.

Core skills units are stated at five levels of attainment, with activities becoming progressively more demanding in breadth and depth, and in the extent of individual autonomy required. The appendix to this unit shows the relationship between the levels in Communication.

The programme in Communication should develop:

- the basic skills required for reading texts
- the basic skills required for reading and researching topics and texts
- the basic skills required for informational and expressive writing
- the basic skills required for writing notes and plans
- the basic skills required for talk, discussion and listening.

The programme in Communication should provide opportunities to:

- use language for a variety of purposes with a balance between productive and receptive modes
- use language in a range of settings - personal, social and vocational
- read a variety of texts which offer a range of reading demands
- use a range of written forms including graphical and pictorial
- use a range of forms of oral communication with a balance between productive and receptive modes.

#### Outcome 1

Non-fiction texts must be used. Candidates' reading should include a variety of texts and graphical and pictorial representations which offer a range of reading demands, e.g. books; newspapers and magazines; pamphlets; notices; advertisements; instructions; graphs; diagrams; tables; charts; and reports. The texts should be related to candidates' personal interests, the area of study or the work setting. All vocabulary should be familiar to the candidate. Sentences should be simple in structure. Where linkage occurs it should be straightforward. The communication should be brief. The texts should express content in a direct uncomplicated way and the key points should be explicit. Texts should contain several items of information.

*Texts* can include, e.g., a short item from a popular newspaper or magazine; a short letter to a newspaper or magazine; a short business letter; a leaflet; a notice. Texts may also include images, e.g. mail order catalogues; simple advertisements; instruction leaflets. In these, the text may be supported by simple diagrams, tables, charts or photographs.

## National unit specification: support notes (cont)

### UNIT Communication (Access 3)

The *purpose* of the communication should be to convey several items of information and/or a discernible personal point of view. Main purposes can include to inform or report; to persuade; to express feelings or reactions; to share an experience; to entertain. The candidate should be able to identify the main purpose of the text and to show some awareness of the context in which the information is conveyed.

The *conventions* used - layout, use of graphics, vocabulary, degree of formality and structure - should support the purpose of the communication and be wholly consistent with the type of text, e.g. use of headlines, columns and appropriate style in a newspaper article.

*Evaluation* by the candidate will be at a basic level and should be supported by a single piece of evidence from the text.

#### Outcome 2

Candidates should use language for a variety of purposes appropriate to their individual needs, e.g. conveying information; describing feelings; putting forward a point of view; requesting information; keeping records.

Written communication which the candidate produces should be related to personal interests or to an area of study or the work setting. Texts may include, e.g. short letters, articles, diaries, log books. Texts may also include images, e.g. simple diagrams, maps, charts, tables, sketches or photographs may be used in support of the written text. The images may be produced by the candidate or selected from a bank of images.

Layout, word choice and any use of graphics or pictures should be appropriate to purpose, context and target audience.

It is anticipated that a word length of no fewer than 100 words would be required to demonstrate competence at this level. Where a portfolio of evidence is being used for assessment requirements (e.g. letter, diary entry, log, and information sheet) the pieces should be linked and cover an issue related to personal interest, an area of study or the work setting. The pieces taken together should amount to no fewer than 100 words.

#### Outcome 3

Candidates should use language for a variety of purposes appropriate to their individual needs e.g. conveying information, opinions or ideas at a simple level on a straightforward topic.

In their spoken interaction, candidates may, for example:

- give a short talk which conveys basic information
- give simple directions
- take part in a discussion on a simple, familiar topic.

## National unit specification: support notes (cont)

### UNIT Communication (Access 3)

Topics might include, for example, findings from a project or a piece of research on which the candidate has been working, or a tutorial topic which is explored in discussion. Individual talk will convey basic information or express a point of view on a straightforward topic. At this level, an individual presentation should last for a minimum of two minutes with additional time for questions. A group discussion will deal with a simple topic.

Candidates should attempt to *sequence and link ideas*, e.g. directions should be given in the correct order; a short talk should include a recognisable beginning and end and rudimentary linkage.

It is likely that group discussion would involve two or more people but an interview conducted on a one to one basis could also be used to demonstrate the standard of oral communication skills which covers the performance criteria.

In *taking account of contributions of others* candidates should be able to repeat information, ask questions or answer questions as appropriate.

*Delivery* should be audible and candidates should make some use of appropriate non-verbal conventions, e.g. making appropriate eye contact or gestures; pausing at appropriate points.

In creating a checklist for Outcome 3, teacher/lecturers should find the detail provided under *Evidence Requirements* helpful.

### GUIDANCE ON TEACHING AND LEARNING APPROACHES

The learning and teaching approaches should encourage candidates to identify the evidence of their attainment and to transfer the skills acquired to other contexts.

Programmes of work in Communication should be designed to engage candidates in the varied and purposeful use of interrelated skills of language through a range of tasks. These tasks may reflect the candidates' vocational interest or may be of more general interest. It is recommended that these tasks should be negotiated and planned in such a way that the evidence required for assessment is generated in the course of ongoing work rather than as a discrete exercise.

Learning and teaching in Communication should be active and candidate-centred. Candidates should have the opportunity to plan and make decisions for themselves, to show initiative and independence and to work co-operatively in groups. Activities should provide opportunities to use language in real situations for real purposes and may be part of projects or practical exercises set within the Communication programme or drawn from activities in other vocational and social contexts.

## National unit specification: support notes (cont)

### UNIT Communication (Access 3)

Opportunities for rewriting, reviewing, revising and evaluating by the candidate, by peers and by the teacher/lecturer should be seen as an essential feature of all formative activities. The candidates should be involved in activities which stretch their capabilities.

The use of dictionaries should be encouraged at all stages. Word processors, including those which can make use of spelling check type software, may be used by candidates.

In oral communication, recordings of candidate performance at this level would enable others to appreciate the standard required. Recorded evidence of candidate performance would also assist internal and external verification.

Where the Communication unit is being combined with another unit to create an enhanced learning and teaching programme, care must be taken to ensure that all aspects of each unit are covered and adequate time must be allowed for the coverage of both units. Such a programme would create opportunities to consolidate the skills gained in this unit.

### GUIDANCE ON APPROACHES TO ASSESSMENT

The statement of satisfactory performance for each outcome indicates the minimum required for the purpose of summative assessment. However, the number of activities undertaken by the candidate in the course of the unit should not be limited to those specified for assessment purposes. In awarding the candidate Communication at Access 3 the teacher/lecturer must be confident that the candidate will be able to demonstrate these skills in any context and set of circumstances.

Teachers/lecturers must 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 candidate may legitimately be given by the teacher/lecturer. *Tasks which are used to provide evidence for summative assessment must be completed by the candidate unaided.* It would, however, be acceptable for the teacher/lecturer to draw the candidate's attention to any general area of error in relation to particular performance criteria or redirect him or her to the task in hand.

Where the candidate is responding orally in Outcome 1, detailed evidence (transcript, recording) must be retained for verification purposes. In Outcome 3, a brief note of context and source, whether for an individual presentation or group discussion, should accompany the evidence, which could take the form of a checklist or recording.

Evidence of attainment should be gathered, wherever possible, from integrated activities, whether this unit is being studied as a stand alone unit or is being used in combination with others.

## National unit specification: support notes (cont)

UNIT            Communication (Access 3)

### 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* (SQA, 1998).

Copies of Unit specifications are available to download free of charge from the Core Skills section of the SQA website. [www.sqa.org.uk](http://www.sqa.org.uk)