

## National Unit Specification: general information

**UNIT** Basic Communication in a Familiar Setting (Access 1)

**NUMBER** D9EW 07

### COURSE

### SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. The unit focuses on the following basic aspects of effective communication in a familiar setting; carrying out dialogue on a one-to-one basis, and recognising information signs, for example, EXIT sign or floor numbers in Braille. Candidates should be allowed to use their normal mode of communication while undertaking this unit.

### OUTCOME

Communicate effectively at a basic level in a familiar setting.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is intended as an introductory unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1, (6 SCOTCAT points\* at SCQF Level 1).

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** KB

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## **National Unit Specification: statement of standards**

### **UNIT**      Basic Communication in a Familiar Setting (Access 1)

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.

#### **OUTCOME**

Communicate effectively at a basic level in a familiar setting.

#### **Performance criteria**

- (a) Responds effectively to a communication from another person.
- (b) Delivers effectively a communication to another person.
- (c) Identifies two information signs associated with the familiar setting.

#### **Evidence requirements**

Oral and/or written and/or performance evidence demonstrating the candidate's ability to:

- PC(a) respond to a communication containing one item of information, which may be in the form of a question. The communication should be made in a setting familiar to the candidate. The candidate's response should signify that he/she has understood the communication.
- PC(b) deliver a communication containing one item of information, which may be in the form of an opinion, a choice or showing knowledge or understanding. The communication will be delivered effectively if it is understood by the recipient. The communication should be made in a familiar setting.
- PC(c) identify two information signs used in the familiar setting which are important to the candidate.

## National Unit Specification: support notes

### UNIT Basic Communication in a Familiar Setting (Access 1)

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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit recognises that communication is an essential part of the learning process and so the unit may be delivered in any context which provides opportunities for dialogue and the recognition of common information signs associated with a familiar setting. The setting could be a class in a school, college or other educational centre, in which case the context could be a subject area within the candidate's learning programme. Equally acceptable would be a supervised activity in the community or in a leisure setting.

Associated with the chosen setting, there will be information signs with words and/or symbols which are understood and used frequently by the public. These signs may include:

- bus stop
- pedestrian crossing
- emergency exit
- entrance
- toilets.

The candidate may refer to these and similar signs in the course of undertaking the unit.

Equally acceptable are information signs which are important to the candidate within his/her learning routine, perhaps room numbers or signs for the office or reception. Signs used during the learning process itself may also be included, for example sign language or the pound sign (£).

Whatever the content and context selected by the teacher/lecturer, it is essential that this is enhanced by real-life situations in which the candidate consolidates the skills he/she has learned.

A candidate who successfully completes this unit may wish to progress to one or more of the following Communications units:

*D3JY 07 English and Communication: Oral Communication – Delivering (Access 1)*

*D3JX 07 English and Communication: Oral Communication – Responding (Access 1)*

OR in some cases to:

*D540 08 English and Communication: Oral Communication (Access 2)*

For further information on progression please see Appendix 1.

## **National Unit Specification: support notes (cont)**

### **UNIT            Basic Communication in a Familiar Setting (Access 1)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Many centres will wish to deliver this unit along side other aspects of the candidate's learning programme, for example a life skills programme.

The unit provides opportunities for the candidate to make choices, express personal opinions, make and respond to requests or instructions, show knowledge and understanding. The candidate should be allowed to use his/her normal mode of communication while undertaking the unit.

Within the familiar setting, the candidate should be encouraged to practise those of the following aspects of effective communication which will enhance his/her personal communication: suitable posture; physical distance; eye contact; tone; pitch and volume of voice.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be allowed to use their normal mode of communication while undertaking the unit.

The unit could be assessed in several ways depending on the needs of the candidate and the content and context in which the learning has taken place. For example, personal opinions may be expressed during a personal and social education programme, knowledge and understanding during any learning situation and choice during a meal or leisure activity. There will be opportunities throughout the candidate's learning programme to assess his/her recognition of information signs associated with the familiar setting.

Oral and/or written and/or performance evidence is acceptable for this unit, for example:

PC(a) a candidate may demonstrate understanding of a question by giving an oral answer or taking appropriate action.

PC(b) a candidate may offer information orally or by indicating the information perhaps by pointing, signing or sequencing pictures correctly.

PC(c) a candidate may show understanding of common information signs by using doorways appropriately, bearing in mind that the candidate should identify two information signs.

Centres should use assessments appropriate within the setting selected for this unit. A more detailed example (see Appendix 2) is offered as a guide to teachers/lecturers who will wish to use their own assessment items.

While not essential to achieve the unit, the candidate should be encouraged to practise those of the following aspects of effective communication which will enhance his/her personal communication: suitable posture; physical distance; eye contact; tone; pitch and volume of voice.

## **National Unit Specification: support notes (cont)**

### **UNIT**      **Basic Communication in a Familiar Setting (Access 1)**

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by oral and/or written and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklist/logs must be signed and dated by teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

#### **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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07          Sampling Work: An Introduction  D9ET 07          Handling Money  D9EV 07          Recognising Time  D9EX 07          Using Basic Computer Skills  D9EY 07          Personal Profiling: An Introduction  D9F0 07          Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

**Notes:**

1. This example is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

**Name of Candidate** *Claire Anderson*

**Familiar Setting is school routine day which includes developing independent living skills**

**PC (a) Responds effectively to a communication from another person**

Teacher says ‘Claire, please bring me a pencil’.

Teacher’s comment: Claire brings a pencil. She has made an effective and acceptable response showing that she has understood the communication.

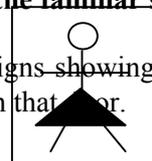
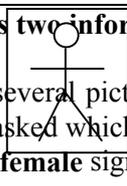
**PC (b) Delivers effectively a communication to another person**

At school dinner, Claire is offered a choice of ice cream or sponge pudding. She points to the ice cream.

Teacher’s comment: Claire is given ice cream and her smile shows that this was what she wanted. Her communication of choice is effective and has been understood by the other person.

**PC(c) Identifies two information Male is associated with the familiar setting Female**

Claire is shown several pictures of signs including toilet signs showing a **male figure** and a **female figure**. Claire is asked which sign means she can go through that door. She points to the **female** sign.



Teacher’s comment: Claire correctly recognises the female sign and understands the information it conveys.

Claire is shown a picture of a busy street which includes **bus stop** and **pedestrian crossing**. Claire is asked where she should cross the street. She points to the **pedestrian crossing**.

Teacher’s comment: Claire correctly recognises **pedestrian crossing** and understands the message it conveys.

The named candidate has successfully achieved this unit. The Proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature** ..... **Date** .....