

National Unit Specification: general information

UNIT Everyday Communication in a Work-Related Setting
(Access 1)

CODE DM5A 07

COURSE

SUMMARY

This unit is suitable for candidates who are developing the communication skills necessary for effective interaction in a work-related setting. A work-related setting in the context of this unit allows the candidate to experience the work activity while under constant supervision, for example while helping an employee stack shelves in a supermarket, helping staff from the school office distribute bulletins or participating in a supervised visit to a workplace. The unit focuses on greeting other people and identifying the purpose of a sign that indicates essential information, for example, 'push' or 'pull' on doors or a hazard sign for a wet floor. Candidates should be allowed to use their normal mode of communication while undertaking the unit.

OUTCOME

Communicate in a manner that is acceptable in the identified work-related setting.

RECOMMENDED ENTRY

Entry to this unit 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 SCQF credit points at SCQF level 1*)

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: HD

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National Unit Specification: statement of standards

UNIT Everyday Communication in a Work-Related 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 in a manner that is acceptable in the identified work-related setting.

Performance Criteria

- a) Interact in an acceptable manner with one employee in a supervisory role.
- b) Interact in an acceptable manner with one other employee.
- c) Identify correctly the purpose of one information sign.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence to show that the candidate can:

- PC (a) interact on one occasion with an employee who has a supervisory role in the work-related setting. Interaction should consist of the following activities being performed using oral communication and/or gesture that is acceptable in the work setting:
- responding to a greeting from the supervisor
 - greeting the supervisor.
- PC (b) interact on one occasion with an employee in the work-related setting other than the supervisor. Interaction should consist of the following activities being performed using oral communication and/or gesture that is acceptable in the work setting:
- greeting the employee
 - responding to a greeting from the employee.
- PC (c) identify the purpose of one information sign on one occasion.

It should be noted that the following units all require the candidate to identify correctly the purpose of information signs:

- DM5D 07 Everyday Communication: Recognising Signs in the Community (Access 1)*
DM5C 07 Everyday Communication in a Cultural Setting (Access 1)
DM5A 07 Everyday Communication in a Work-related Setting (Access 1)

A sign should only be used once for assessment purpose by a candidate entered for two or more of the above units. For example if the candidate recognises 'ENTRY' for the following unit:

- *DM5D 07 Everyday Communication: Recognising Signs in the Community (Access 1)*, this sign should not be used again for either of the other two units.

National Unit Specification: support notes

UNIT Everyday Communication in a Work-Related 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 maintaining suitable interaction within work-related settings. The setting for this unit could be from the wider world, for example, a supermarket or market gardening firm. The setting might equally well be a school or college office where the candidate may distribute bulletins with office staff.

The identified setting may contain information signs with words and/or symbols that are understood and frequently used in work-related settings, for example:

- hazard signs (indicating wet floor would be a common sign)
- emergency exit
- push/pull (on doors)
- no entry
- toilets

The candidate should have the opportunity to become familiar with these and similar signs while undertaking this unit.

Many centres may deliver this unit alongside other more formal components of the candidate's learning programme, possibly at a pre-exit stage when the candidate is becoming increasingly aware of the world of work. For example, while the candidate is making a short, supervised visit to a workplace, where he or she could be undertaking the following unit, *D9ER 07 Sampling Work: An Introduction (Access 1)*.

Whatever the content and context selected by the teacher/lecturer, it is essential that this is enhanced by real-life situations in a supervised, work-related setting where the candidate has an opportunity to practise the communication skills he/she is learning. The teacher/lecturer may decide how long the candidate spends in the work-related setting.

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

- *DM5D 07 Everyday Communication: Recognising Signs in the Community (Access 1)*
- *DM5C 07 Everyday Communication in a Cultural Setting (Access 1)*
- *D9EW 07 Basic Communication in a Familiar Setting (Access 1)*

For further information on progression please see Appendix 1.

National Unit Specification: support notes (cont)

UNIT Everyday Communication in a Work-Related Setting (Access 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit provides opportunities for the candidate to practise interactive communication suited to the world of work and to use these skills in an identified work-related setting while being constantly supervised. Candidates should be allowed to use their normal mode of communication while undertaking the unit, this will usually include both oral communication and/or gestures. The candidate should also be encouraged to practise those of the following which will enhance his or her communication: suitable posture; maintaining physical distance; gestures; eye contact, tone; pitch and volume of voice.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Performance evidence of interaction with other people in the workplace and of identifying the purpose of an information sign is acceptable for this unit. Evidence should be gathered naturally while the candidate is moving around the setting.

Example of an assessment opportunity which is recorded in Appendix 2B

Background

Rhona has always been impressed by her cousin Pauline who works in the local supermarket. For unit, *D9ER 07 Sampling Work: An Introduction (Access 1)* Rhona asked her teacher if they could visit the supermarket where Pauline works. When Rhona visits the supermarket with her teacher, the duty supervisor meets them on the shop floor and Pauline is looking out for them.

PC(a)

The duty supervisor walks up to Rhona and her teacher and says, 'Morning Rhona'. Rhona responds by looking up at the supervisor and smiling at him. Then she greets him by quietly saying 'Morning'. This is appropriate behaviour, her oral communication and gesture are acceptable.

PC(b)

A few minutes later they pass Pauline stacking shelves. Rhona smiles at her and says quietly, 'Hi Pauline'. Pauline smiles back and says, 'Hi Rhona I was looking out for you, having a good time?' 'Yes' says Rhona looking at her with a smile, 'I like this shop'. Again, this is appropriate behaviour, her oral communication and gesture are acceptable.

PC(c)

Rhona identifies the sign 'Caution slippery floor', where a spillage has been wiped up. She walks on cautiously showing that she understands its meaning.

National Unit Specification: support notes (cont)

UNIT **Everyday Communication in a Work-Related Setting (Access 1)**

Centres should use assessment appropriate to the candidate and the setting. For example, the candidate's evidence may be recorded using a checklist by a responsible person who is observing the candidate. This person may be the assessor, another member of the centre's staff or the candidate's supervisor in the work-related setting. However, it remains the assessor's responsibility to authenticate the completed checklist as an accurate record of the performance evidence produced by the named candidate. The candidate's performance may also be recorded on video. An example is included with these support notes as a guide to teachers/lecturers, (See Appendices 2A and 2B).

Records of the assessment used and evidence produced by each candidate should be retained for moderation purposes.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

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, such as:</p> <p>D9ER 07 Sampling Work: An Introduction D9EV 07 Recognising Time D9EW 07 Basic Communication in a Familiar Setting 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>

Observation Checklist for Recording Candidate’s Performance

Name of Candidate:

Work-related setting:

PC (a) interact in an acceptable manner with supervisor

- *(responds to greeting from supervisor – comment on acceptability of oral communication and/or gesture)*

- *(greet supervisor – comment on acceptability of oral communication and/or gesture)*

PC (b) interact in an acceptable manner with one other employee

- *(greet employee – comment on oral communication and/or gesture)*

- *(responds to greeting – comment on oral communication and/or gesture)*

PC (c) identify correctly the purpose of one information sign

- sign
- purpose is identified correctly YES/NO
- comment:

The named candidate has successfully completed this unit.

Teacher/Lecturer signature Date

Completed Example of Observation Checklist for Recording Candidate’s Performance

Name of Candidate:	Rhona Thompson
Work-related setting:	Local Supermarket
<p>PC (a) interact in an acceptable manner with supervisor</p> <ul style="list-style-type: none"> <p><i>(responds to greeting from supervisor – comment on acceptability of oral communication and/or gesture)</i></p> <p>The supervisor walks up to Rhona and says, ‘Morning Rhona’. Rhona responds by looking up at him and smiling. Her pleasant, respectful manner is appropriate</p> <p><i>(greet supervisor – comment on acceptability of oral communication and/or gesture)</i></p> <p>Rhona greets the supervisor by quietly saying, ‘Morning’. Her tone and pleasant respectful manner are appropriate.</p> <p>PC (b) interacts in an acceptable manner with one other employee</p> <ul style="list-style-type: none"> <p><i>(greet employee – comment on oral communication and/or gesture)</i></p> <p>Rhona smiles at an employee she knows and quietly says, ‘Hi Pauline’. Her tone, volume of her voice and facial gesture are appropriate.</p> <p><i>(responds to greeting – comment on oral and gestural communication)</i></p> <p>The employee greets her and asks if she is enjoying the visit. Rhona smiles back and looking at her says, ‘Yes I like this shop’. Again, her tone and pleasant manner are appropriate.</p> <p>PC (c) identify correctly the purpose of one information sign</p> <ul style="list-style-type: none"> sign Caution slippery floor purpose is identified correctly YES/NO comment <p>Rhona walks on cautiously showing that she understands the sign.</p> <p>The named candidate has successfully completed this unit.</p> <p>Teacher/Lecturer signature (SIGNED) Date (DATED)</p>	