

## National Unit Specification: general information

**UNIT**                    Everyday Communication in a Cultural Setting (Access 1)

**CODE**                    DM5C 07

### SUMMARY

This unit is suitable for candidates who are developing the communication skills necessary to interact effectively and socially in a cultural setting, for example, further education college or other post-school provision including a community setting. The unit focuses on greeting other people and identifying the purpose of a sign indicating essential information, for example, 'exit' or 'reception'. Candidates should be allowed to use their normal mode of communication while undertaking the unit.

### OUTCOME

Communicate in a sociable manner that is acceptable in the identified cultural 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.*

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### Administrative Information

**Superclass:**            HD

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## National Unit Specification: statement of standards

### UNIT      Everyday Communication in a Cultural 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 sociable manner that is acceptable in the identified cultural setting.

#### Performance Criteria

- a) Interact in an acceptable manner with one familiar person.
- b) Interact in an acceptable manner with one unfamiliar person
- 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 a person already known to the candidate. Interaction should consist of the following being performed using oral communication and/or gesture that is acceptable in the cultural setting:
- greeting the other person
  - responding to a greeting from the person.
- PC (b) interact on one occasion with a person who is recognised by the candidate as belonging to the cultural setting but with whom the candidate has had no previous interaction. Interaction should consist of the following being performed using oral communication and/or gesture that is acceptable in the cultural setting:
- greeting the other person
  - responding to a greeting from the person.
- 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)

- 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 Cultural 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 social interaction within all cultural settings. The setting for this unit could be the circulation space or cafeteria in a school, further education college or any other post-school provision (library, swimming pool, shops).

The identified setting may contain information signs with words and/or symbols that are understood and frequently used by the general public, for example:

- exit
- emergency exit
- entrance
- toilets
- reception
- office

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. It is essential that the content and context selected by the teacher/lecturer, should be enhanced by real-life situations in which the candidate may be given the opportunity to practise the communication skills he/she is developing.

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)*  
*DM5A 07      Everyday Communication in a Work Related Setting (Access 1)*  
*D9EW 07      Basic Communication in a Familiar Setting (Access 1)*

For further information on progression please see Appendix 1.

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

The unit provides opportunities for the candidate to increase his or her awareness of suitable interactive communication while mingling socially in a school or college, for example, and to practise these skills in the chosen setting. 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. Bearing this in mind, the candidate should be encouraged to practise those of the following aspects of effective communication that may enhance his or her communication: suitable posture; maintaining physical distance; gestures; eye contact, tone; pitch and volume of voice.

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

### **UNIT**      Everyday Communication in a Cultural Setting (Access 1)

#### **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 that 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 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. Centres should use assessment appropriate to the candidate and the setting. For example, the candidate's evidence may be recorded using a checklist completed by a responsible person who is observing the candidate. This person may be the assessor or another member of the centre's staff. 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).

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|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Descriptors<br>(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<br/> D9EV 07      Recognising Time<br/> D9EW 07      Basic Communication in a Familiar Setting<br/> D9EX 07      Using Basic Computer Skills<br/> D9EY 07      Personal Profiling: An Introduction<br/> 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:                                                                              | James Grant                                                             |
| Work-related setting:                                                                           | Local FE College,<br>Moving through building to start afternoon classes |
| PC (a) interact in an acceptable manner with one familiar person                                |                                                                         |
| • <i>(greet person – comment on acceptability of oral communication and/or gesture)</i>         |                                                                         |
| • <i>(responds to greeting – comment on acceptability of oral communication and/or gesture)</i> |                                                                         |
| PC (b) interact in an acceptable manner with one unfamiliar person                              |                                                                         |
| • <i>(greet person – comment on oral communication and/or gesture)</i>                          |                                                                         |
| • <i>(responds to greeting – comment on oral communication and/or gesture)</i>                  |                                                                         |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | James Grant                                                             |
| Work-related setting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Local FE College,<br>Moving through building to start afternoon classes |
| <p>PC (a) interact in an acceptable manner with one familiar person</p> <ul style="list-style-type: none"> <li><i>(greet person – comment on acceptability of oral communication and/or gesture)</i><br/><b>James greeted his classmate coming towards him. He said “Hi Tony”. His tone was appropriate and he gave a brief wave of acknowledgement.</b></li> <li><i>(responds to greeting – comment on acceptability of oral communication and/or gesture)</i><br/><b>Tony approached James and gave him a high 5 and low 5. James responded to this by giving a high and low 5. This is appropriate behaviour for two friends meeting. James’s oral communication and gesture were acceptable.</b></li> </ul> |                                                                         |
| <p>PC (b) interact in an acceptable manner with one unfamiliar person</p> <ul style="list-style-type: none"> <li><i>(greet person – comment on oral communication and/or gesture)</i><br/><b>James went to reception at the college. He said, “Good morning”. This is an acceptable greeting to an unfamiliar person</b></li> <li><i>(responds to greeting – comment on oral communication and/or gesture)</i><br/><b>The receptionist also said, “Good morning”, and asked James who he wanted to see. James responded that he would like to see Mrs Gordon. This is an acceptable response.</b></li> </ul>                                                                                                    |                                                                         |
| <p>PC (c) identify correctly the purpose of one information sign</p> <ul style="list-style-type: none"> <li>sign .....<b>Gent’s toilet in entrance foyer of college</b></li> <li>purpose is identified correctly .....<b>YES/NO</b></li> <li>comment .....<b>James enters the door marked ‘Gents Toilet’ indicating that he knows which toilet he should use.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                    |                                                                         |
| <p>The named candidate has successfully completed this unit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                         |
| <p>Teacher/Lecturer signature (SIGNED) ..... Date (DATED)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |