

## National Unit Specification: general information

**UNIT**                      Everyday Communication: Recognising Signs in the  
Community (Access 1)

**CODE**                     DM5D 07

### SUMMARY

This unit is suitable for candidates who are developing skills in understanding signs in a variety of contexts. The candidate will identify the purpose of a sign indicating general or health and safety information, for example, 'fire exit' or 'danger'. Candidates should be allowed to use their normal mode of communication while undertaking the unit.

### OUTCOME

Recognise one sign in a variety of settings.

### 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  
**Publication date:**    April 2005  
**Source:**                Scottish Qualifications Authority  
**Version:**                01

© Scottish Qualifications Authority 2005

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 unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

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

### **UNIT**      Everyday Communication: Recognising Signs in the Community (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**

Recognise one sign in a variety of settings

#### **Performance Criteria**

- a) Identify correctly the purpose of one sign in a cultural setting.
- b) Identify correctly the purpose of one sign in a work setting.
- c) Identify correctly the purpose of one sign in a community setting.
- d) Identify correctly the purpose of one sign for road safety.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence to show that the candidate can identify the purpose of one sign on one occasion in a cultural setting, in a work setting, in a community setting and for road safety.

## **National Unit Specification: support notes**

### **UNIT**      **Everyday Communication: Recognising Signs in the Community (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 the importance of identifying signs correctly in a variety of settings. The settings in which the signs may be identified are:

- cultural including schools, further education colleges or any other post school provision
- workplaces including shops, offices, or another workplace that the candidate may visit for one of these reasons, work experience, work shadowing, preparation for work, or visits as a customer
- community including facilities in the local area eg library, swimming pool, sports centre, community centre, public toilets, bus stops, shops
- roads including street signs.

The settings will contain information signs with words and/or symbols which are understood and frequently used by the general public, for example:

#### **Cultural setting**

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

#### **Work setting**

- danger
- safety helmets must be worn
- slippery floors
- emergency exit
- push/pull
- information
- other hazard signs
- first aid
- wearing of protective clothing

#### **Community setting**

- swimming pool signs eg shallow end, no diving
- reception
- toilets
- café
- no smoking

## National Unit Specification: support notes (cont)

### UNIT            Everyday Communication: Recognising Signs in the Community (Access 1)

#### Road safety

- road crossing eg zebra, pelican
- bus stop
- street names
- road signs
- other hazard signs
- no pedestrians

The candidate should have the opportunity to become familiar with these and similar signs while working on this unit. Common signs should be used that the candidate will meet and recognise in his/her environment. Although not mandatory, it is envisaged that the recognition of health and safety signs would be appropriate for the well being and safety of candidates.

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 has an opportunity to practise the sign recognition skills he/she is learning.

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

<i>DM5C 07</i>	<i>Everyday Communication in a Cultural Setting (Access 1)</i>
<i>DM5A 07</i>	<i>Everyday Communication in a Work Related Setting (Access 1)</i>
<i>D9EW 07</i>	<i>Basic Communication in a Familiar Setting (Access 1)</i>

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

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

### **UNIT**      Everyday Communication: Recognising Signs in the Community (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 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 identifying the purpose of an information sign in a cultural, work and community setting and for road safety is acceptable for this unit. Evidence should be gathered naturally while the candidate is visiting the different settings. 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 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. An example is included with these support notes as a guide to teachers/lecturers.

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>

## Everyday Communication: Recognising Signs in the Community (Access 1)

## Observation Checklist for Recording Candidate's Performance

Name of Candidate: \_\_\_\_\_

PC		Purpose identified correctly Yes/No/sign	Comment
PC (a)	Identify correctly the purpose of one sign in a cultural setting		
PC (b)	Identify correctly the purpose of one sign in a work setting		
PC (c)	Identify correctly the purpose of one sign in a community setting		
PC (d)	Identify correctly the purpose of one sign for road safety		
	<b>All achieved</b>		

The named candidate has successfully completed this unit.

Teacher/lecturer signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Everyday Communication: Recognising Signs in the Community (Access 1)

## Completed Observation Checklist for Recording Candidate's Performance

Name of Candidate: *John Burns*

PC		Purpose identified correctly Yes/No/sign	Comment
PC (a)	Identify correctly the purpose of one sign in a cultural setting	<i>Yes – emergency exit</i>	<i>Peter pointed to an emergency exit sign at the College of Further Education.</i>
PC (b)	Identify correctly the purpose of one sign in a work setting	<i>Yes – slippery floors</i>	<i>Peter pointed to the slippery floor sign at the local paper shop and was able to tell me he understood that the floor would be slippery and that he might fall.</i>
PC (c)	Identify correctly the purpose of one sign in a community setting	<i>Yes – shallow end of the swimming pool</i>	<i>Peter pointed to the shallow end sign and was able to tell me that he should not dive in at that end of the pool.</i>
PC (d)	Identify correctly the purpose of one sign for road safety	<i>Yes – no pedestrians</i>	<i>Peter pointed to the no pedestrians allowed sign and could tell me that he should not go down that street.</i>
	All achieved	yes	3/5/04

The named candidate has successfully completed this unit.

Teacher/lecturer signature: \_\_\_\_\_ Date: \_\_\_\_\_