



COMMUNICATION
SCQF Level 3
40 Hour Unit (F3GB 09)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using simple reading, writing, speaking, and listening skills in situations in your personal life, at work, and in education.

If there are any words you don't understand in this Unit, your tutor will explain them to you.

What should I know or be able to do before I start?

You do not need any knowledge or experience before you start. Your tutor will offer you time to practise your skills.

What do I need to do?

When you are reading:

You will:

- ◆ work out what a piece of writing is for (for example, it could be to give instructions, to offer advice, or to persuade you to agree with a point of view)
- ◆ pick out the important ideas and key points in a non-fiction text
- ◆ decide whether a piece of writing works (for example, how useful is it, does it give both sides of an argument, and is it easy to read?)

When you are listening:

You will:

- ◆ describe someone's main ideas or points from what was said
- ◆ know how speakers use their voices to help you understand them easily (for example, tone and volume)
- ◆ show that you have understood what was said by taking action, giving a summary, or asking questions

When you are writing:

You will:

- ◆ decide who will read the piece of writing
- ◆ decide what to say and give the information clearly
- ◆ choose a format that suits the reader and fits the topic (for example, an e-mail or a letter)
- ◆ decide on your structure
- ◆ choose a layout (and pictures, if appropriate)
- ◆ write your text
- ◆ spell simple words
- ◆ use simple rules for grammar and punctuation

When you are speaking:

You will:

- ◆ express your ideas or opinions clearly when you speak
- ◆ choose words that fit the topic and that your listeners understand
- ◆ use your voice to help your listeners understand you easily (for example, how quickly to speak and what tone of voice to use)
- ◆ use your body language to help the way you speak (for example, by smiling and using gestures)

How do I get this Unit?

You will need to show that you have all the skills in the Unit.

Reading

You will read a simple piece of non-fiction.

Your tutor might ask you questions about what you have read. You could answer the questions by writing them down, or by telling the tutor your answers. Your tutor might keep a note or a recording of what you have said.

Listening

You will listen to someone or some people speaking.

Your tutor might watch you and note your responses or make a recording.

Your tutor may also ask questions to find out how well you understood what was said.

Writing

You will produce one piece of writing of at least 80 words (or a number of related pieces) that gives readers several pieces of simple information, opinions, or ideas. If you produce a number of pieces, one of these must contain no fewer than 50 words. Your document(s) can be hand written or word processed.

Speaking

You will speak about a topic to one or more people.

Your tutor might watch and listen to you speaking and make a note and/or a recording of you speaking.

What might this involve?

Here are some examples of the things you might do:

Reading:

- ◆ read a letter on how to enrol as a college student and decide how helpful the letter is
- ◆ explain the aim of a short article about wind farms, posted on the internet, and say whether or not you agree with the writer
- ◆ read a job advert, work out what the main features of the job and the skills required are, and decide whether or not the advert is a good one

Listening:

- ◆ listen and respond to instructions from a tutor
- ◆ listen to a TV broadcast and summarise its main points
- ◆ get clarification on some aspect of your work
- ◆ take part in a discussion with some fellow students

Writing:

- ◆ write an e-mail to a friend, describing a film you have recently seen
- ◆ make an entry in your diary, blog, or a workplace logbook
- ◆ write a short message asking a workmate for information
- ◆ write a short letter inviting a customer to attend a sales presentation

Speaking:

- ◆ agree or disagree on one or more points during a discussion
- ◆ pass on a message from a fellow student
- ◆ give directions to a place that is not easy to find
- ◆ explain how a piece of equipment works

What can I do next?

You could move on to the Communication Unit at SCQF level 4. You could consider doing other Core Skill Units in:

- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Your tutor can advise you about this.

Guidance for tutors

Reading

For this Unit you should choose simple reading material on a non-fiction topic, which conveys several pieces of information. The topic should be one that is simple and familiar to the learner from their personal, workplace, social, or educational experiences. Texts with a practical purpose are most suitable. These may include images as well as words. Vocabulary should be familiar to the learners. The text will be brief, the key points should be explicit, and the content should be direct and uncomplicated. The purpose of the communication should be clear and embodied in conventions typical of this particular form (for example, layout, language, use of pictures or other supportive material, and level of formality).

Note: Learners must prove that they can do the whole of the task at one time. They should not gather evidence from different written documents for different parts of the task.

Listening

For this Unit you should choose simple oral communication lasting a minimum of two minutes. The topic should be simple and familiar to the learner from their personal, workplace, social, or educational experiences.

Note: Learners must prove that they can do the whole of the task at one time. They should not gather evidence from different situations for different parts of the task.

Writing

For this Unit you should use activities that are familiar and routine for the learner. Documents may include images such as maps, sketches, diagrams, or photographs in support of the written text. These images may be selected by the learner from a bank of images or created by learners themselves. The learner will use simple vocabulary and sentence structures. Errors may be present but these should not prevent the reader from grasping the meaning at first reading.

Note: Learners must produce one piece of writing of at least 80 words or a portfolio of related pieces. If a portfolio of related pieces is used, it should include a substantive piece of no fewer than 50 words.

Speaking

For this Unit you should choose a simple oral communication lasting around two minutes. The topic should be one that is simple and familiar to the learner from their personal, workplace, social, or educational experiences.

Note: Learners must prove that they can do the whole of the task at one time. They should not gather evidence from different situations for different parts of the task.

Further guidance is available in the accompanying Assessment Support Pack.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements.

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 3



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