

Next Generation Higher National Unit Specification

Communication: Practical Skills (SCQF level 7)

Unit code: J75E 47
SCQF level: 7 (8 SCQF credit points)
Valid from: session 2023–24

Prototype unit specification for use in pilot delivery only (version 1.0) March 2023

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit develops skills in summarising, evaluating and analysing written information on a complex vocational issue, and producing written information on a complex vocational issue. Learners also develop skills in contributing and responding to oral information on a complex vocational issue. There is a particular emphasis on employability.

The unit is aimed at learners who want to develop their communication skills for employment, as well as those who want to use it as the basis for further study.

Entry to the unit is at your centre's discretion. However, we recommend that learners have good communication skills, at SCQF level 6 or equivalent.

Learners can take the unit as part of a Higher National Group Award (HN Group Award). They can also study it on a stand-alone basis for continuing professional development. Learners' work for the unit should be relevant to the subject matter covered in their group award, or their vocational area or discipline.

Unit outcomes

Learners who complete this unit can:

- 1 summarise and evaluate written information on a complex vocational issue
- 2 produce written information in a prescribed format on a complex vocational issue
- 3 contribute to a formal oral interaction on a complex vocational issue

Evidence requirements

Learners should provide written or oral evidence covering all unit outcomes, produced under open-book conditions. You should give the task at an appropriate point in the unit. Learners should submit their work for marking on a date that you have provided or agreed with them.

Summarise and evaluate written information on a complex vocational issue (outcome 1)

Learners must produce a summary that identifies the key points and supporting details of one piece of written information on a complex vocational issue. The word count for the summary should be appropriate to the context and length of the relevant text. Learners should also provide an evaluation of the written information. We recommend that written responses for the evaluation part of the task are approximately 350 words, and oral responses are approximately 4 minutes in duration.

Learners' responses must include:

- ◆ a concise and coherent summary of written information on a complex vocational issue in their own words, demonstrating in-depth understanding of information, ideas and supporting detail
- ◆ an evaluation of written information on a complex vocational issue, addressing the extent to which the text is appropriate for the intended reader and whether it meets its overall aims, purpose and objectives
- ◆ an assessment of the accuracy, sufficiency and relevance of the information
- ◆ an explanation of the strengths and any weaknesses in methods used to communicate information
- ◆ justification of their comments using detailed and relevant evidence from the text

Produce written information in a prescribed format on a complex vocational issue (outcome 2)

Learners must produce a piece of written communication to fulfil a specific, given task. We recommend this is a minimum of 800 words, not including references. Learners may include associated or supplementary papers.

Learners' responses must include:

- ◆ information on a complex vocational issue selected from relevant sources and communicated accurately
- ◆ in-depth analysis of the issue

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- ◆ a format and layout appropriate to remit
- ◆ a logical, coherent and effective structure
- ◆ language and style appropriate to the context, purpose and readership
- ◆ consistently accurate spelling, punctuation and grammar

Contribute to a formal oral interaction on a complex vocational issue (outcome 3)

Learners must contribute to an oral communication on a complex vocational issue.

Learners' responses must include:

- ◆ a planned input of at least 5 minutes that includes analysis and decision making on a complex vocational issue
- ◆ clear and coherent presentation of ideas
- ◆ evidence selected to support points made
- ◆ support materials that enhance communication
- ◆ language, register and tone used effectively and adapted to meet the needs of listeners
- ◆ responses to the contributions of others to progress interaction
- ◆ non-verbal skills that promote and progress communication
- ◆ written records to a professional standard

Learners should use reliable sources and reference their work as appropriate.

The SCQF level of this unit provides additional context relating to the quality of evidence.
Learners should:

- ◆ contribute information that is complex, accurate and relevant to its purpose and audience
- ◆ present ideas clearly and coherently
- ◆ use a structure that is appropriate to the purpose
- ◆ use consistently accurate spelling, punctuation and grammar
- ◆ provide supporting evidence or references

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ types, purposes and readership of written communication on complex vocational issues ◆ conventions of formal written communication ◆ the impact format, structure and layout have on communication ◆ the impact language and register have in vocational documents ◆ the purposes and effectiveness of graphic communication ◆ skimming, reviewing and note taking 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ actively read and critically respond to written information on a complex vocational issue ◆ extract key information and supporting detail from written information on a complex vocational issue ◆ evaluate the strengths and weaknesses of written communication on a complex vocational issue
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ conventions of structure, format and layout in vocational documents ◆ conventions of language and register in vocational documents ◆ conventions of spelling, punctuation and grammar ◆ uses and effects of graphic communication ◆ methods of referencing sources 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ select and analyse information from a range of relevant sources ◆ collate key complex information and ideas ◆ produce documents on complex vocational issues ◆ review, revise and redraft vocational documents

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none">◆ how to source, evaluate and select complex information	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none">◆ source, evaluate and select complex information◆ plan and prepare materials to support oral communication◆ present all essential information◆ use a structure appropriate to purpose and context◆ use language and register appropriate to purpose and audience◆ use appropriate non-verbal communication◆ apply analytical and problem-solving skills◆ apply listening skills effectively to progress interaction◆ produce formal written records of oral interactions

Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability.

The unit helps learners develop the meta-skills of self-management, social intelligence and innovation. Learners should develop meta-skills naturally throughout the unit. You should encourage learners to develop a minimum of one area in each of the three categories, but they do not need to cover all suggested subsections. The following suggestions may help shape delivery and assessment, and vary depending on the chosen topics and assessment method.

Self-management

This meta-skill includes:

- ◆ focusing: paying attention to and sorting information by filtering relevant facts and knowledge; completing assessments to clear deadlines; producing appropriate work
- ◆ integrity: acting in an ethical way to source relevant information; including citations and referencing for assessments
- ◆ adapting: acquiring new knowledge and skills; using different technologies to communicate and carry out research; using a virtual learning environment (VLE); reflecting on performance
- ◆ initiative: decision making; reading and thinking about sources to differentiate between valuable information and misinformation; using library facilities; sticking to tasks and making sufficient progress; setting own deadlines during assessment

Social intelligence

This meta-skill includes:

- ◆ communicating: listening to information on complex vocational issues; explaining ideas; producing suitable, understandable assessment responses; sharing, through writing or orally, ideas and opinions on ideas covered in the unit
- ◆ collaborating: working together on project work; taking account of others in planning and carrying out tasks; building relationships with peers
- ◆ leading: taking account of others; sharing information

Innovation

This meta-skill includes:

- ◆ curiosity: seeking knowledge of general information on complex issues; making the most of library research time; taking part in class discussion and debate; questioning ideas
- ◆ sense-making: participating in discussions; blending a range of ideas; considering and evaluating different ideas

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- ◆ critical thinking: making logical connections and reasoned judgements through discussion, debate and drawing conclusions based on evidence; reviewing and evaluating written information

Learners could also develop other meta-skills in the unit, depending on the learning and teaching activities you carry out. These include:

- ◆ social intelligence: feeling
- ◆ innovation: creativity

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by working with facts and statistics related to data, as they consult secondary data.

Communication

Learners develop communication skills by presenting information on complex vocational issues in written or oral form. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way, with references where appropriate. You can give learners opportunities to carry out oral presentations and engage in discussions.

Digital

Learners develop digital skills and computer literacy by using digital packages to produce assessments, and internet sources to research information on complex vocational ideas. You can give them guidance on appropriate sources. Using a VLE also supports digital skills.

Learning for Sustainability

Learning for Sustainability aims to build the values, attitudes, knowledge, skills and confidence needed to develop practices and make decisions that are compatible with a sustainable and equitable society. In this unit, there are opportunities to develop knowledge and understanding of environmental and/or social sustainability, as many of the complex vocational issues learners could cover may touch on or directly link to the [UN Sustainable Development Goals](#).

Delivery of unit

You can deliver this unit as part of an HN Group Award or as a stand-alone unit.

The overall unit delivery time is a notional 40 hours of contact time for delivery and assessment. We expect learners to commit a further 40 hours of self-directed study.

The amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Summarise and evaluate written information on a complex vocational issue (10 hours).

Outcome 2 — Produce written information in a prescribed format on a complex vocational issue (18 hours).

Outcome 3 — Contribute to a formal oral interaction on a complex vocational issue (12 hours).

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

The unit helps learners to develop skills in summarising, evaluating and analysing information on a complex vocational issue and producing written information on a vocational issue. It also develops oral skills in contributing and responding to a complex vocational issue in a practical vocational context.

If you deliver the unit as part of an HN Group Award, all work must relate to the relevant subject area. Content and context will vary according to the vocational discipline, but the focus should always be on communication for vocational purposes.

If you deliver it as a stand-alone unit, you should contextualise it to suit learners' vocational needs, future employment, or career progression and pathways.

A complex vocational issue can be anything that could be difficult to produce audience-appropriate information on or understand without technical, subject-discipline, vocational or workplace knowledge. You could use a thematic approach to look at vocational or workplace issues such as health and safety, sustainable development, enterprise opportunities, or a new process or procedure to be implemented in a workplace. You could give learners opportunities to explore innovative design ideas, products or services in the vocational context they are in.

Approaches to delivery

You should deliver the unit as flexibly as possible to reflect learners' identified needs. When introducing learners to the unit, you should encourage them to review and reflect on their current communication skills to identify areas of strength and weakness, with a view to developing a personal development plan. You could help them review the practical skills they need to communicate the purpose and relevance of, for example, an idea, a process or a technical design. Learners should analyse and take into account current vocational communication practice when identifying areas of strength and weakness. This enhances their awareness of relevant employability skills and the expected standard.

You should structure the learning and teaching programme to allow time for learners to develop meta-skills, and academic and other transferable skills. You should allow time to speak with learners individually to agree the complex vocational issues to use in their assessments.

The section on meta-skills provides further guidance on incorporating different skills into delivery and evidence.

You can deliver the outcomes separately, in any order, or you can combine oral and written tasks by theme to allow a holistic approach to developing relevant vocational communication skills. If it is practical, you could integrate work with written or oral assignments for other units in the HN Group Award to ensure that learning and teaching is relevant to learners' needs

and aspirations. If learners are part-time or in employment, or if you deliver the unit on a stand-alone basis, you must negotiate content and delivery around their workplace, employment or career pathway needs.

You should provide learners with guidance materials that include:

- ◆ reference sources for developing relevant oral, written and non-verbal communication skills
- ◆ examples of varied types of vocational communication in different formats or house styles, to reflect current and emerging trends

You should allow time for formative work for learners to practise and develop skills, including time to draft and redraft materials.

All learning and teaching should be learner-centred, participative, interactive and practical. You should encourage learners to use new technologies for researching, communicating and presenting information. This helps them to develop a range of skills, for example:

- ◆ research
- ◆ judicious selection of sources
- ◆ evaluating sources
- ◆ note taking
- ◆ ICT
- ◆ working independently and collaboratively
- ◆ self-directed learning and study skills
- ◆ time management

Delivery methods could include:

- ◆ demonstration
- ◆ tutorial question and answer sessions
- ◆ individual and group research tasks
- ◆ presenting findings
- ◆ VLE
- ◆ digital tools and social media
- ◆ film and visual images
- ◆ close reading of sources

You should encourage learners to become responsible for their own learning. You should favour a facilitative rather than a didactic approach. You can do this either face-to-face with learners or as part of online support, intervening as required to help with skills development. Passive learning, rote learning, passive reproduction of content and transfer of knowledge is not acceptable. You must encourage learners to take an active role in their own learning and provide them with opportunities to do so.

You should encourage co-operative working with other learners to gather and exchange information, as is typical of workplace practice. Some activities should be pre-planned, with learners briefed in advance. In any group work, you should ensure the rotation of roles and responsibilities. Encourage and support learners, in a secure environment, to try out different roles and learning techniques, and to challenge their 'comfort zone'. This reflects the realities of the workplace, where employees are expected to be flexible and versatile. This approach to learning and teaching strengthens skills in:

- ◆ negotiating
- ◆ collaborating
- ◆ teamwork and interacting with others
- ◆ recognising the interdependence of team members
- ◆ initiative
- ◆ leadership
- ◆ resilience
- ◆ peer respect
- ◆ responsibility and having a sense of ownership
- ◆ personal effectiveness
- ◆ problem solving

It is important that learners understand the dynamics of team and collaborative working, see the differences that exist between team members as a positive factor, and treat one another with professionalism and respect.

You should supply material in an accessible format, to comply with the Equality Act 2010.

For learners whose first language is not English, we recommend you provide additional time for language development through additional supported learning and teaching. Unit DE1K 33 Workplace Communication in English could provide good, additional support.

Approaches to assessment

Your approach to assessment should be flexible so you can adapt to suit learners' needs, situations and vocational disciplines. You can assess each outcome separately on different themes, or you could connect them in some way (for example, they could be related to a similar workplace, subject area or theme).

Learners can do some work outside of the centre, but you should put in place conditions to ensure the authenticity of their evidence. We recommend supervising the production of some work, as well as retaining drafts, outlines, and planning or tracking documents signed by learners. Tracking software can be useful. You should explain and discuss with learners the problems and penalties associated with plagiarism at the start of the unit.

A thematic approach could look at issues such as health and safety, sustainable development, or enterprise opportunities. An extended case study or project could provide a context for integrating outcomes. For example, outcome 1 assessment could involve

extended reading of one or more reports, papers or articles on current technical issues directly relevant to a written document prepared for outcome 2.

You could give learners opportunities to explore innovative design ideas, products or services. Group discussion during formative preparation enhances knowledge and develops essential interpersonal and problem-solving skills. For summative assessment, learners should summarise and evaluate one text individually, and record their individual responses in writing or orally, using their own words. Further research on aspects of the same topic could be carried out to inform a range of proposals presented and discussed in a meeting (outcome 3). Alternatively, individual contributions (outcome 3) could be supported by a written report presenting key information, supporting detail, and conclusions, solutions or recommendations (outcome 2). Graphic and pictorial information to support both written and oral communication, and the use of technology for researching, communicating and producing effective text and presentations should reflect current professional practice.

An extended case study or project could provide a context for integrating outcomes; for example, extended reading of one or more reports, papers or articles on current technical issues directly relevant to a written document prepared for outcome 2.

You could integrate assessment with assessment tasks for other units that require learners to produce one or more written documents and/or oral communication. If you do this, you must make sure that learners are not disadvantaged by over-assessment, and that they are made fully aware of the need to achieve all the evidence for all units involved. If learners have not been able to demonstrate competence in formal assessments, assessors could consider, at the end of the year, written and oral communications produced during coursework, where there may be naturally occurring evidence of developed skills.

It is good practice to provide formal, detailed feedback to learners. This is particularly valuable for those who need to be re-assessed on any outcome. Your comments should be precise and supportive, and relate to the evidence requirements. Retaining draft work, making notes of any interventions made, and tracking records, emails or log records can be a valuable aspect of quality assurance, indicate progress, and provide helpful information for internal and external verification processes.

You should assess learners after the appropriate amount of learning and skills development. If you assess each outcome separately, you should spread assessment across the unit at appropriate points. We recommend that you start with outcome 1, as the skills of reading, summarising and evaluating written material are useful for the other two outcomes. However, you can choose where to start based on learners' interests and needs. If you decide to combine the three outcomes in one project rather than three individual assessments, we recommend you do this towards the end of the unit.

Planning, preparation and record keeping are important aspects of the assessment process. You should encourage learners to take account of relevant vocational practice in terms of notes, briefing papers, visual aids, presentation software, and formal or informal minutes, as appropriate. Learners should keep planning and support notes to encourage reflective self-evaluation, helping them to learn from feedback and respond to it positively.

You can generate evidence using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for learners.

Summarise and evaluate written information on a complex vocational issue (outcome 1)

An appropriate length of text is likely to be between 800 and 1,500 words. You should use a contextualised text, with content, format and language relevant to vocational purposes. Graphics such as pictures, diagrams, tables or charts can support or enhance communication. The text could be from a textbook, worksheet or website providing background knowledge for other subjects, or it could be a model for the type of report or investigation to be produced in outcome 2.

Learners should survey and skim content, identify key points and supporting detail, and extract information in a way that clearly demonstrates understanding. Learners could produce a summary in response to structured questions, in the form of notes, bullet points or a report. Oral responses may be appropriate for some learners, and these should be scribed or recorded.

You are not assessing written communication in this task. Evaluations should examine how effective the text is at meeting the needs of its intended readers and purpose; you may need to identify these for learners. Learners should take into account the accuracy, sufficiency and objectivity of the content in terms of relevance to the reader's needs. They could comment on good practice in the use of format, structure, layout and language, and/or suggest approaches that could enhance communication. They must provide detailed, specific references to the text to support their responses. We recommend that written evaluation responses are approximately 350 words, and oral responses are approximately 4 minutes in duration.

Produce written information in a prescribed format on a complex vocational issue (outcome 2)

Learners must present written information in an accurate, coherent format relevant to the vocational context. The brief should draw on a practical situation, for example, review of and recommendations for equipment; analysis of health and safety issues; design; or proposals for sustainable development. Learners can meet the evidence requirements by successfully completing, for example, a technical report, a design specification, a marketing proposal or a research paper.

Before learners start writing, you should discuss the purpose and intended readership with them to ensure they produce their response in an appropriate style and format. While the topic or theme is complex, the language used does not need to be, although technical language relevant to the vocational context may feature. In the case of a health and safety report, language should be straightforward and direct, though content would be detailed. The document should follow standard conventions and the remit could include a structure and headings. The text read and evaluated in outcome 1 could form a model for content, structure and style. Graphic materials, such as pictures, charts, tables or diagrams, can be incorporated to support and enhance the text; it should be clear when these are a learner's original work. The word count can include any associated or supplementary papers that the learner produces. These could be in the form of, for example, annotated graphics, charts or survey results. Learners should record the sources of information they use to substantiate their writing, but lists of references cannot be included in the word count. They should link theory, legislation, policy, and professional standards or competences to practice as appropriate.

Learners should understand the importance of technology in effectively sourcing, storing and presenting information. Using dictionaries and appropriate software efficiently helps ensure accuracy of spelling, punctuation and grammar.

You should set precise remits for assessment responses and in any class activity. All documents used or produced in the unit should be structured effectively and presented to a professional standard. During planning and organising, learners should develop skills in effective time management as they structure, revise and redraft written work. Deadlines should allow for evaluation and renegotiation, and reflect professional working practice.

Contribute to a formal oral interaction on a complex vocational issue (outcome 3)

You can link the oral assessment task for outcome 3 with the other outcomes, or with other parts of the HN Group Award where learners contribute to oral interaction involving analysis and problem solving in a vocational context.

Learners could meet the evidence requirements by successfully completing:

- ◆ preparation for, and contribution to, a formal discussion or a meeting requiring analysis and technical problem solving
- ◆ a presentation, including analysis, based on a research investigation, followed by responses to audience questions
- ◆ preparation for, and participation in, a group design proposal or marketing presentation, with in-depth responses to questions and discussion

The time you allocate to oral assessment should reflect the type of task and the number of learners involved. Each learner must talk for a total of at least 5 minutes, though their input does not need to be continuous. A meeting, discussion or presentation should be timed and managed accordingly. Learners can complete tasks in a group or one-to-one situation, either in person, or by telephone, video-conferencing, webinar, webcam or similar. You can record workplace performance for assessment purposes.

Learners can combine a poster exhibition with an oral presentation for outcome 3. These should be done on the same occasion, with a duration of 5 minutes in total for all oral input. If learners carry out a practical assignment, an individual or group oral presentation could focus on reporting and analysing information, drawing conclusions and making practical recommendations. If the task is a formal discussion or meeting, each learner should deal with a significant aspect of the interaction. They could, for example, prepare information, brief others on the issue, propose solutions and then take questions. A group, in a real or simulated workshop setting, could prepare and propose different solutions to a technical problem, then discuss and agree appropriate action. To make sure learners cover the evidence requirements, a group should consist of no more than eight people.

Certain types of interview can also be appropriate assessment tasks. For example, a learner could prepare for a real or simulated performance review or appraisal, or a job selection interview.

Learners should produce written records appropriate to the task they are undertaking. For an oral presentation, these could include planning notes, presentation software slides and handouts. It is good practice for learners to complete a written self-evaluation, which you could provide a template for. For group discussions and formal meetings, each learner should generate a set of action minutes or a written record of decisions suitable for distribution in the workplace. Interview papers could include an outline CV identifying skills and abilities, and strengths and weaknesses in relation to personal and career development, and self-evaluation notes completed after the interview. You could provide templates to ensure that learners' documents would be suitable to use in a workplace.

In all types of assessment task, learners must demonstrate autonomy, control the presentation of information, use appropriate register and language, and work to professional standards. Learners should use an appropriate range of delivery aids, such as presentation software, digital sound or visual images.

Evidence to be retained for verification should include a detailed observation checklist with copies of any supporting materials and appropriate written records of activity. Assessor notes on the checklist should be detailed, comprehensive and matched to knowledge and skills items. You should record oral work to provide examples of standards, and support internal and external verification procedures.

Records do not need to be complex: detailed log entries are sufficient. They should, however, be formal enough for professional use, and wider distribution as appropriate.

For learners whose first language is not English, you could use a discrete approach to assessment that considers each outcome in turn, with additional support throughout the year.

Holistic assessment

You could also assess the unit holistically using an open-book assessment covering all three outcomes. The assessment could take the form of a project where learners research information on a specific topic, relevant theory, model concept or workplace innovation. In this case, learners would provide a written response of 1,400 to 1,500 words to cover the requirements for outcomes 1 and 2, which would include a summary of key information from one text and an evaluation of its usefulness, as well as a written report on the related topic. Learners would also give an individual oral presentation or poster exhibition of at least 5 minutes in duration for outcome 3, covering a related area for the project or investigation.

You should make learners aware of the importance of good judgement in selecting appropriate sources. You should encourage them to choose academic sources rather than generic search engines, to enable them to be more confident of information and better equipped to progress to SCQF level 8 units.

If learners are creating a blog or website for their assessment, it should not be in the public domain. Rather, it should be on an intranet or private area of your VLE to reduce the likelihood of plagiarism.

Authenticating learners' work is essential. You could collect notes or visual presentation materials from learners as further evidence of meeting SCQF level 7. You should monitor

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learners' progress throughout to authenticate submitted work. Where possible, you should use plagiarism detection software.

It is important that learners' responses to the assessment are at SCQF level 7.

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If your centre wants to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Communication: Practical Skills (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit develops your skills in summarising, evaluating and analysing written information on a complex vocational issue, and producing written information on a complex vocational issue. You develop skills in contributing and responding to oral information on a complex vocational issue. You should find the unit useful for developing your communication skills for employment, as well as supporting further study.

Before you start the unit, you should have good communication skills. We recommend SCQF level 6 or equivalent. It would also be helpful to have some basic digital skills.

On completing the unit, you are able to:

- 1 summarise and evaluate written information on a complex vocational issue
- 2 produce written information in a prescribed format on a complex vocational issue
- 3 contribute to a formal oral interaction on a complex vocational issue

You are assessed using open-book assessments covering all three unit outcomes. This means that you have access to materials such as textbooks, notes and your virtual learning environment (VLE). You can give your assessment response for outcome 1 in writing or orally. For outcome 2, you produce written work of a minimum of 800 words. For outcome 3, you produce an oral contribution that is at least 5 minutes long.

During the unit, you develop academic skills such as time management, multi-tasking ability, digital skills, essay writing skills and questioning ability.

You also develop key literacies such as digital skills and computer literacy by using digital packages to complete assessments, and internet sources to research information such as urban growth or change in developed and developing worlds.

The unit introduces you to Learning for Sustainability ideas, with links made to UN Sustainable Development Goals, which could be relevant to the complex vocational issues you study during the unit.

You may be able to study an HND or a degree programme in a related subject if you study this unit as part of an HNC Group Award.

Meta-skills

Throughout the unit, you develop meta-skills to enhance your employability.

Meta-skills include self-management, social intelligence and innovation.

You develop these naturally as you take part in the range of learning and teaching activities and produce assessment responses. Improving meta-skills such as organising your time (self-management) and communicating ideas clearly (social intelligence) is useful for current and future study, and employment.

Administrative information

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Superclass: KB

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.