

Communication

Student Introductory Guide

[HIGHER]

Part 1: Introduction to the unit	3
Part 2: Introduction to this pack	7
Part 3: Assessment information	13
Part 4: Attendance/tutor contact requirements	15
Part 5: Student evaluation questionnaire	17

What this unit is about

This core skills unit seeks to develop your ability to respond to and produce complex written and oral communication which deals with unfamiliar and abstract ideas. These will go beyond what is immediately accessible to you or related to your personal interests. This unit is designed to develop your communication skills at a level which is valuable for intermediate posts in business, administration and technician occupations, and for entry to certain courses of advanced and higher education.

Outcomes

1. Respond to complex written communication.
2. Produce well structured written communication on a complex topic.
3. Produce and respond to oral communication on a complex topic.

On completion of this unit you will be able to:

- Interpret complex written communications
- Write reports, essays and portfolios of work on complex topics
- Prepare and deliver a presentation or take part in a meeting or discussion, on a complex topic.

Prior experience

Access is at the discretion of the school or college. However, you will normally be expected to have attained one of the following:

- Communication (Intermediate 2)
- Similar qualification.

Progression and related study

The attainment of this unit will lead to the automatic award of:

- Communication at Higher.

This unit is designed to develop communication skills at a level which is valuable for entry to certain courses of advanced and higher education.

The Learning and Teaching Scotland pack *Communication* (Higher) has been written to allow you to move easily from Intermediate 2 to Higher and vice versa. The Higher pack is essentially the Intermediate 2 pack with rewritten SAQs, Activities, and TAs and additional material to cover the extra skills required. If you feel that you are having any difficulties with

the materials in the *Communication* (Higher) pack, you might want to move to *Communication* (Intermediate 2), and complete that before returning to this publication.

Related units include:

- Creative Writing 1 E9X5 10
- Creative Writing 2 D0YF 12
- Introduction to Literature E9X7 10
- Literature I E9X8 12

Core skills

Core skills are the coping skills needed for life and for lifelong learning. They are not new and learning them doesn't begin or end with National Qualifications. They have been a recognised part of school and college learning for a long time. This material will build on and develop the good work you've already done in school or college.

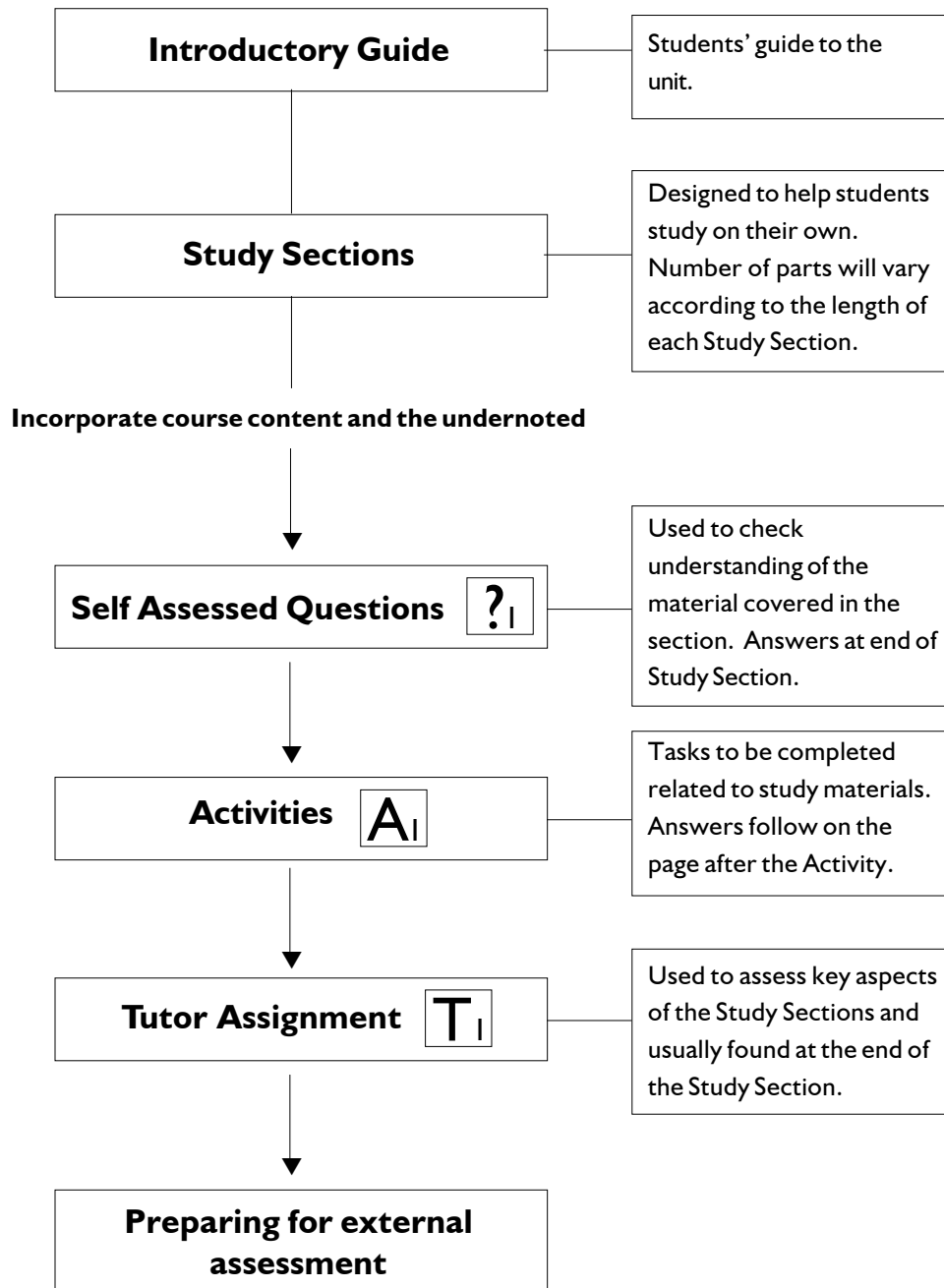
The Core Skills in National Qualifications are:

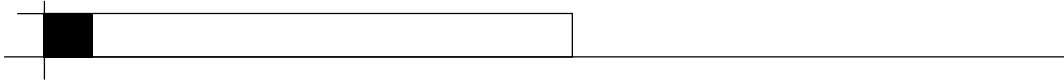
- Communication
- Numeracy
- Problem Solving
- Information Technology
- Working With Others

Employers, colleges and universities give more and more weight to the importance of core skills. Through National Qualifications, students will be able to develop core skills through a wide range of subjects in the curriculum, learn how to transfer them and to apply them in new situations.

Open learning pack structure

No matter which open learning study section you are following, your self study materials will be made up of the same component parts.





Introduction to this pack

Your learning pack consists of this Student Introductory Guide and **three** Study Sections as indicated below.

Student Introductory Guide

Pages: 1–18

Study Time: Approximately 1 hour

Study Section 1/Outcome 1

Title: Written Communication (Reading)

Pages: 1–70

Study Time: Approximately 10–12 hours

Study Section 2/Outcome 2

Title: Written Communication (Writing)

Pages: 1–78

Study Time: Approximately 10–12 hours

Study Section 3/Outcome 3

Title: Oral Communication

Pages: 1–52

Study Time: Approximately 6–8 hours

How to use the pack

This pack has been designed to meet the outcomes within the SQA Unit Communication (Higher). The first step towards being a successful learner is to be familiar and comfortable with the learning materials you are using. It's well worth spending a little of your initial study time scanning the Study Sections to see how they're structured, what the various features are called and what they're designed to do.

This will save you a lot of time and frustration when you start studying as you'll then be able to concentrate on the subject matter itself without the need to refer back to what you're supposed to be doing with each part.

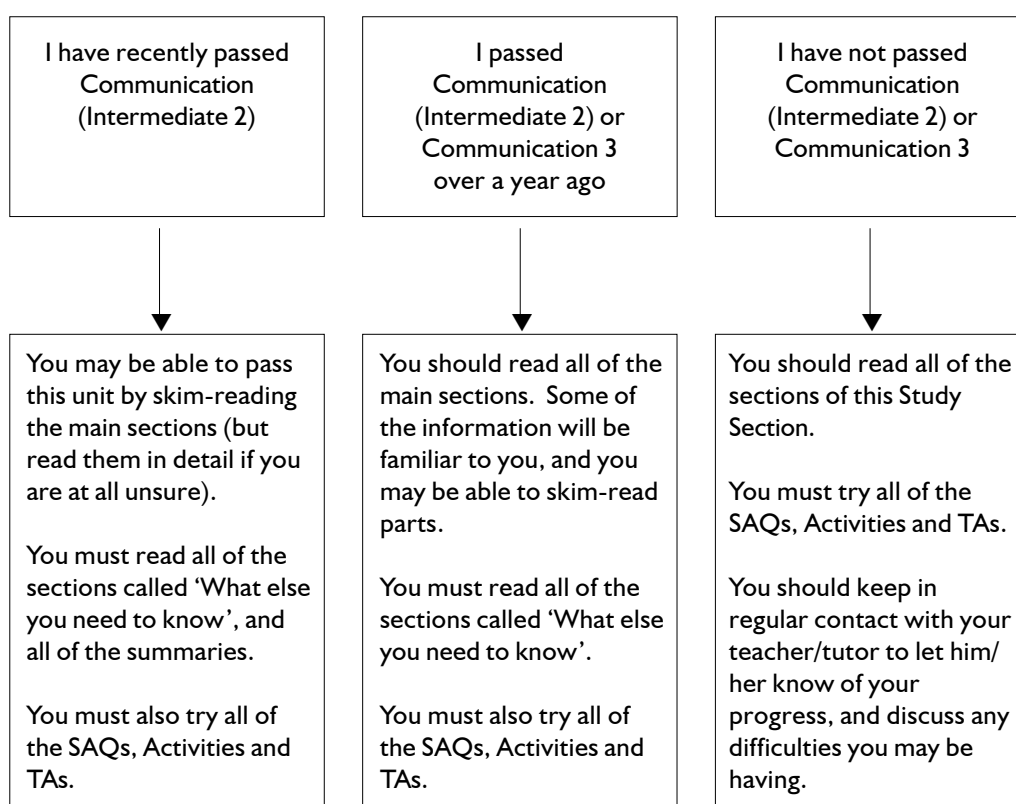
How to use the Study Sections

As shown above, there are three Study Sections that together cover all of the skills required to complete the SQA National Unit Communication (Higher).

The learning material that you will be working through is basically the same as that provided for the Learning and Teaching Scotland publication *Communication* (Intermediate 2), with extra material added to help you to develop the skills at Higher level. All of the SAQs, Activities, summaries and TAs have been rewritten to focus on the skills required for *Communication* (Higher).

The materials in this Study Section can be used in a number of different ways, depending on your current qualifications in *Communication*. Select the situation that best describes you from the table below.

Choosing your route



If none of these categories describes you, or if you are at all unsure, speak to your teacher/tutor now.

Whichever route you choose to follow, you must provide evidence of having satisfactorily achieved each of the three learning outcomes. An explanation of the process involved appears later in this guide (see pages 13–14).

Again, if you are at all unsure of what is expected of you, please discuss it with your tutor now.

Unit study sections

Each Study Section of your learning pack is structured in exactly the same way:

- Contents page
- An introduction to the section
 - what the section is about
 - the objectives of the section
 - suggested study time for the section
 - other resources required which are not included in the pack
- Assessment information
 - how, when, where, what assessment for the section will take place
- Subject content, including
 - Activities (A), Self Assessed Questions (SAQ), Tutor Assignments (TA)
 - Feedback to SAQs – at the back of the Study Section and before the Tutor Assignment
 - Comments on Activities – immediately following the Activity
 - Advice on the return of Tutor Assignments, where appropriate
- Summary
 - designed to reinforce what has just been done and generally to provide a quick reference to the contents of the section

Approximate study time

While the time allocated to this unit is at the discretion of your school or college, the notional design length is 40 hours. The study times quoted on page 7 should therefore be used as a guide only.

Symbols used in the pack

This learning pack allows you to work on your own with tutor support. As you work through the course, you'll encounter a series of symbols which indicate that something follows which you're expected to do. An explanation of these symbols is given below:

Self Assessed Questions



This symbol is used to indicate a Self Assessed Question (SAQ). SAQs are most commonly used to check your understanding of the material that has already been covered in the Study Sections.

This type of assessment is self-contained, that is to say that everything is provided within the Study Section to enable you to check your understanding of the materials.

The process is simple:

- You are set SAQs throughout the Study Section. These will take the form of short-answer questions, etc. You respond to these, either by writing in the space provided in the assessment itself, or in your own notebook.
- On completion of the SAQ, you turn to the back of the section to compare the SAQ responses to yours.
- If you're not satisfied after checking out your responses, turn to the appropriate part of the Study Section and go over the topic again.

Remember – the answers to SAQs are contained within the study materials. You're not expected to 'guess' at these answers.

Activities



This symbol indicates a numbered Activity. An Activity is normally a task that you'll be asked to do which should improve or consolidate your understanding of the subject in general or a particular feature of it.

Activities ask students to read an article, to consider the points just made, or something similar.

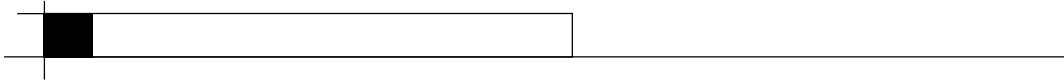
The suggested responses to Activities usually follow directly after the Activity.

Remember that the SAQs and Activities contained within your pack are intended to allow you to check your understanding and monitor your own progress throughout the course. It goes without saying that the answers to these should only be checked out after the SAQ or Activity has been completed. If you refer to these answers before completing the Activities you can't expect to get maximum benefit from your course.

Tutor Assignment



This symbol means that a Tutor Assignment (TA) is to follow. These are usually found at the end of each Study Section. The aim of the TA is to cover and/or incorporate the main topics of the Study Section and prepare you for unit (summative) outcome assessment.



Assessment information

Doing well in any assessment involves:

- being clear about how you will be assessed
- knowing when your learning will be assessed
- as an open learning student, knowing where learning will be assessed.

How you will be assessed

Throughout each Study Section of this learning pack, a series of Self Assessed Questions (SAQs) and Activities has been developed to provide you with 'on the spot' feedback in terms of your progress within the relevant section. If you haven't arrived at the correct responses to SAQs and Activities, you should return to the relevant areas for further study, before progressing within the section.

Upon successful completion of all SAQs and Activities, you'll be asked to attempt a Tutor Assignment (TA). Each Section usually finishes with a TA and each Assignment has been devised as a means of assessing your progress on the knowledge and understanding required for your SQA unit. Generally, the requirements of the TAs closely match the outcomes of the unit.

If you're in any doubt about the completion of TAs or any aspect of assessment, you should contact your tutor for help.

When and where you will be assessed

When you feel you are thoroughly familiar with the learning materials, and have worked through the SAQs, Activities and TAs, you will undertake unit (summative) assessments. These unit assessments will be set and marked by your tutor.

Unit assessments may be undertaken at your school or college, or elsewhere, under supervision. The results of unit assessments are recorded by your tutor and form the basis of your final results within this unit. Your tutor will organise all the necessary paperwork and inform you of your successful completion of the unit.

Your tutor will help you decide whether or not you are fully prepared for your assessment and what procedures should be followed.

What you have to achieve

All outcomes have to be assessed and the objective of this 40-hour unit is that you will achieve Outcomes 1, 2 and 3 of Communication (Higher) – SQA Unit D01B 12.

Opportunities for reassessment

If you don't achieve the required standard for the award of 'pass' within any assessment, you'll be informed of this and arrangements will be made for you to be re-assessed on the particular elements of the assessment which need improving.

Other resources required

You should have access to a good dictionary and a thesaurus. You are advised to read broadsheet newspapers to extend the scope of your reading.

Your tutor/teacher may be able to give you access to reports and essays written by other students. You may also be able to attend presentations or discussions involving others, to give you some idea of what is involved.

PART 4

When you enrol for this unit you'll either be given a timetable or you'll receive details of your tutor and contact information, i.e. the day, time, telephone number/e-mail address where you can make contact.

For easy reference, this information may be recorded on the Tutor Details Form below.

Tutor Details Form

Tutor's name: _____

Address (for correspondence and assignments):

Telephone number: _____

Fax number: _____

E-mail address: _____

Times available for contact: Day/Evening: _____

Times: _____

Attendance requirement if applicable: _____

Remember – your tutor is your main support throughout your course, so if you have any problems, don't hesitate to get in touch.

Before moving on to the Study Sections, you may want to check your general understanding of the learning materials for your unit. You can do this by attempting the following Activity.

A For this Activity, you will need to refer to this Introductory Guide to your course.

(Tick boxes where appropriate.)

- 1 The title of the unit I am about to study is: _____

- 2 The unit number is: _____
- 3 This unit should take me: 40 hrs 80 hrs
to complete, although I may complete before or after this.
- 4 I will require to undertake 2 3 4 5 More outcome
assessments successfully in order to receive my SQA certificate.
- 5 I have checked out from the Introductory Guide of my unit what form my
assessments will take. Yes No
- 6 My tutor's name is: _____
- 7 I can contact my tutor on: Day/Evening: _____
from: Time: _____ Tel no: _____
E-mail address: _____
- 8 I feel happy about starting to study my unit. Yes No
- 9 If not, I will contact my tutor or learning centre for further information before I
begin. Yes No
- 10 I will make myself thoroughly familiar with the requirements of this unit before
moving on. Yes No

Many of the responses to this activity will be unique to you, but if you're still unsure about any of the above you should contact your tutor.

Good luck with your studies!

PART 5

Your school or college is very interested in the views of students who have used these learning materials. Your feedback and comments will assist us in evaluating and, where necessary, improving this pack for future student use.

We would be grateful if you would spend a little time completing and returning this form to your tutor.

Please answer all of the questions as fully and frankly as possible. Please rate the materials by placing a tick in the appropriate box and adding relevant comments in the space provided.

Thank you for your assistance.

1	Sufficient advice was given in the materials on how to use the pack	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
2	The content was set at an appropriate level for me	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
3	The language used was at an appropriate level for me	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
4	I understood clearly what was expected of me for each Study Section	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
5	The content of each section was enough to allow me to meet these expectations	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>

contd overleaf

STUDENT EVALUATION QUESTIONNAIRE

6	There were enough appropriate Activities in the pack	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
7	There were enough appropriate Self Assessed Questions in the pack	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
8	Feedback to Activities and SAQs were included to let me monitor my progress	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
9	All the information I required regarding assessment was included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
10	Advice was included to assist me if I was having any problems	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
11	The pack was organised in such a way that it was easy to follow	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
12	This pack is appropriate for use with a minimum of contact with my tutor	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
13	Overall I would rate this pack as	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>

Name _____ School/College _____ Date _____

Thank you once again for your assistance. Please give completed forms to your tutor.