

# Communication

---

## **Tutor Guide**

**[HIGHER]**

Part 1: National unit specification	3
Part 2: Introduction to the unit	7
Part 3: Introduction to this pack	9
Part 4: Assessment information	13
Part 5: Tutor assignments/responses	15
Part 6: Attendance/tutor contact requirements	21
Part 7: Tutor evaluation form	23

**Acknowledgements**

Grateful thanks are expressed to SQA for inclusion of the National Unit Specification for Communication at Higher level: General Information and Statement of Standards. The author would also like to thank May Semple, Clydebank College, for the development of this tutor guide.

## UNIT Communication (Higher)

### National unit specification: statement of standards

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.

### Note on range for the unit

The outcomes should be demonstrated in relation to material which deals with unfamiliar and abstract ideas which go beyond what is immediately accessible or related to personal interests or experience.

### OUTCOME I: Respond to complex written communication.

#### Performance criteria

- a) Identify the type and purpose of a communication and justify in terms of the main conventions used.
- b) Identify all significant information, ideas and supporting details and provide a full explanation of their relationships.
- c) Draw inferences from the communication about the writer's point of view, and justify by detailed reference to the text.
- d) Evaluate fully the effectiveness of the communication in meeting its purpose.

#### Evidence requirements

Written or spoken evidence that on one occasion the candidate has understood, analysed and evaluated an appropriate non-fiction text and has achieved all the performance criteria. All the performance criteria *must* be met within one task.

#### *Complex written communication*

Non-fiction texts must be used. Texts will normally have more than one purpose – e.g. to inform or report, to discuss, to persuade, to express feelings and reactions – and will deal with unfamiliar and abstract ideas which go beyond what is immediately accessible or related to the candidate's personal interests. The communication may present information, ideas and meaning at a sophisticated level (often characterised by the number and relationship of ideas, by density of detail or by abstraction). The text will contain complex and/or specialist vocabulary and make substantial use of sentences which are internally complex.

**OUTCOME 2: Produce well structured written communication on a complex topic.****Performance criteria**

- a) The techniques are appropriate to the writer's purpose, are used consistently and effectively and are adapted as necessary for the intended readership.
- b) All essential ideas/information and supporting detail contributing to the main purpose of the communication are expressed accurately and coherently.
- c) Structure is appropriate to purpose and audience and the writer arranges and links major and minor points in ways which assist the clarity and impact of the writing.
- d) Spelling, punctuation and syntax are consistently accurate; sentence structure, paragraphing and vocabulary are varied to suit purpose and audience.

**Evidence requirements**

One piece of written evidence or a portfolio of thematically linked pieces to show that the candidate has achieved all the performance criteria. The piece, or pieces taken together, should amount to no fewer than 700 words. Where a portfolio of evidence is used, it should consist of one main piece of written communication which succinctly presents complex information and/or opinions. Further linked pieces of writing should be included to show the development of the main piece.

*Complex written communication*

The candidate will produce complex written communication which *either* presents, analyses and evaluates information *or* develops opinions and/or ideas in relation to an issue which is explored in depth. The structure will make clear how the content has been organised; where a prescribed format is used, it will be used consistently and effectively. Layout, word choice and any use of graphics or pictures will be appropriate to purpose, context and target audience.

Some complex vocabulary, including specialist vocabulary, will be used. Sentences may be internally complex and will be varied. Linkages will be clear. Paragraphs will show a developing line of thought and make clear the distinction between facts, opinions, arguments and conclusions. Few errors will be present.

**OUTCOME 3: Produce and respond to oral communication on a complex topic.****Performance criteria**

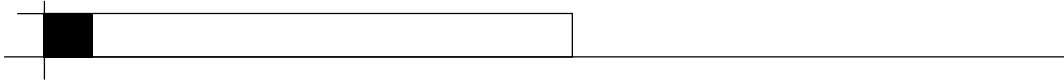
- a) Vocabulary and a range of spoken language structures are used consistently and effectively at an appropriate level of formality for a clear purpose.
- b) The communication conveys all essential information, opinions or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate.
- c) The structure of the communication takes full account of purpose and audience.
- d) Delivery takes account of situation and audience.
- e) Responses take account of the contributions of other(s).

**Evidence requirements**

All the performance criteria must be met in one spoken interaction (discussion or presentation) involving significant and sustained contributions and interactions with one or more people. A brief note of context and source will accompany the evidence, which could take the form of a checklist or recording. An individual presentation should last for a minimum of five minutes with additional time for questions.

*In a spoken interaction at this level*

The candidate will convey all essential information, and will provide an introductory overview if appropriate. The candidate will demonstrate a clear and developing line of thought, will differentiate between facts and opinions and will reach a conclusion that summarises and builds on information given. Opinions and ideas presented will be linked and substantiated. The use of vocabulary, register and structure will be consistently appropriate to purpose and audience and varied effectively. Some complex and/or specialist vocabulary will be included. Delivery will be audible with pace, tone and modulation adjusted to the needs of the group or audience. Appropriate use will be made of non-verbal conventions. The candidate will respond to points of view and/or questions from others.



## What this unit is about

This core skills unit seeks to develop the ability to respond to and produce complex written and oral communication which deals with unfamiliar and abstract ideas which go beyond what is immediately accessible or related to personal interests. This unit is designed to develop 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.

### Prior experience

While entry is at the discretion of the centre, candidates would normally be expected to have attained Communication (Intermediate 2).

### Progression and related study

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 publication *Communication (Higher)* has been written to allow students 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.

### Related study

You might want to encourage your students to consider the following units:

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

### Core skills

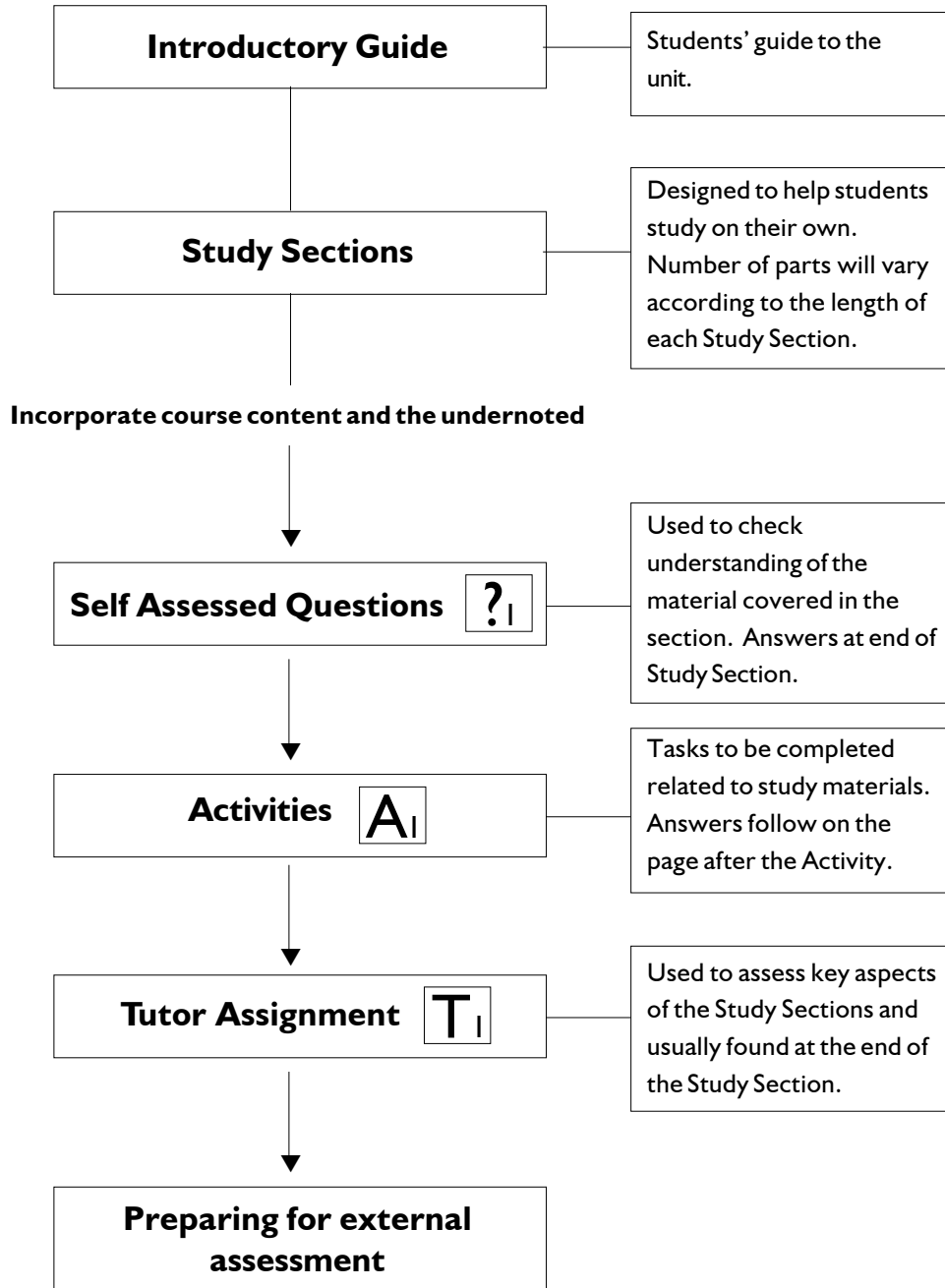
Information on the automatic certification of core skills is published in *Catalogue of Core Skills in National Qualifications 2001/2* (SQA, 2001; see also the SQA website for updates).

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

- Communication at Higher.

## Open learning pack structure

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



## Introduction to this pack

This open learning pack covers the syllabus requirements for the SQA National Unit, Communication at Higher. In addition to this Tutor Guide, it consists of a Student Introductory Guide and three Study Sections as indicated below.

### Student Introductory Guide

Pages: 1–18

*Study Time:* 1 hour

### Study Section 1/Outcome 1

Title: Written Communication (Reading)

Pages: 1–70

*Study Time:* 10–12 hours

### Study Section 2/Outcome 2

Title: Written Communication (Writing)

Pages: 1–78

*Study Time:* 10–12 hours

### Study Section 3/Outcome 3

Title: Oral Communication

Pages: 1–52

*Study Time:* 6–8 hours

## Unit study sections

Each Study Section of this open 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 (T)
  - 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 provides a quick reference to the contents of the section

## Approximate study time

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

The study times quoted on page 9 should therefore be used as a guide only.

## Symbols used in the pack

In addition to the Introductory Guide there are three distinct Study Sections, each relating to a unit outcome. The Study Sections allow students to work on their own with your support. As they work through the sections, they will encounter a series of symbols which indicate that something follows that they are expected to do. An explanation of these symbols follows:

### Self Assessed Questions



This symbol is used to indicate a Self Assessed Question (SAQ). SAQs are used most commonly to check the students' 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 students to check their understanding of the materials.

The process is simple:

- The students are set SAQs throughout the Study Section. These will be set as e.g. short-answer questions, etc.
- They respond to these, either by writing in the space provided in the assessment itself, or in their own notebook.
- On completion of the SAQ, they turn to the back of the Section to compare the SAQ responses to theirs.
- If they are not satisfied after checking out their responses, they should 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. Students are not expected to ‘guess’ at these answers.

### Activities



This symbol indicates an Activity. An Activity is normally a task the student will be asked to do which should improve or consolidate understanding of the subject in general or a particular feature of it.

For example, students will be asked to do something such as read an article, or to consider the points just made. The suggested responses to Activities usually follow directly after the Activity.

Remember that SAQs and Activities contained within the pack are intended to allow students to check their understanding and monitor their own progress throughout the unit. It goes without saying that the answers to these should only be checked out after the SAQ or Activity has been completed.

### Tutor Assignment



This symbol means that a Tutor Assignment 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 the student for unit (summative) outcome assessment.

## **Other resources required**

You should encourage your students to access broadsheet newspapers, a good dictionary and a thesaurus.

You may want to give your students access to reports and essays written by other students to allow them to see a range of styles and writing techniques, subject matter, etc.

## How students will be assessed

Throughout each Study Section of this learning pack, a series of Self Assessed Questions (SAQs) and Activities have been developed to provide students with 'on the spot' feedback about their progress within the relevant Section.

Upon successful completion of all SAQs and Activities, students will 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 students' progress on the knowledge and understanding required for their SQA unit to date. Generally, the requirements of the TAs closely match the outcomes of the unit.

### When and where students will be assessed

As a tutor, you should summatively assess each student after successful completion of the appropriate TA, using your own centre's instrument(s) of summative assessment.

Depending on the policy of your school or college, summative assessment may be undertaken at the centre, or at a distance from the centre, under supervision.

Most often assessment is undertaken by the learner at school or college under supervision of a tutor. However, for the student who lives some distance from the school or college, an invigilation system may be set up at a recognised support centre local to the student (community education centre, training centre, etc).

The summative assessments are recorded by you, the tutor, and form the basis of the student's final results within the unit. The student has been informed that you will complete all the necessary paperwork and notify them of their successful completion of the unit.

### What students have to achieve

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

### Opportunities for reassessment

If students don't achieve the required standard for the award of 'pass' within any assessment, they should be informed of this and you should arrange for them to be re-assessed on the particular elements of the assessment which need improving.

Alternative instruments of summative assessment should be available and utilised where necessary.

**External assessment**

There is no external assessment associated with this unit.

## Tutor assignments/responses

### STUDY SECTION I **T** Suggested response: 'Improving the hell holes'

#### 1a. Purpose (at least two required):

To raise awareness of the condition of Britain's prisons; to argue that the Home Secretary should do more to improve the condition of prisons; to argue that regulation and control of prisons should be left in the control of Sir David Ramsbotham, *or similar response*.

#### Reasons (three required for each purpose):

Subheading states 'Prison reform starts with Jack Straw'; writer emphasises the use by Martin Narey of the phrase 'hell holes'; writer quotes Straw's praise of Ramsbotham; writer cites examples of bad practice in the prison service, *etc.*

#### 1b. Type of writing:

Broadsheet newspaper article.

#### Conventions of the text form:

Layout – use of columns, heading, subheading.

Content – subject matter is a social issue; article is an opinion or editorial column.

Language – formal language; complexity of language; serious tone.

*Or similar response. Examples should be given.*

#### 1c. Intended readers (at least two groups required):

Politicians (article discusses role of politicians); people who work in prisons and prisoners (article discusses state of prisons); people with an interest in civil liberties ('inmates ... are a sub species'); readers of broadsheet newspapers in general; *or similar supported statements*.

#### 2. Summary:

Summary should be written in the student's own words, and cover all of the main ideas, with appropriate supporting detail. The relationship between elements should be fully explained. Information should be accurate, and not contain the student's own opinions.

#### 3. Writer's attitude (referring to inferred attitude):

Writer wants change in prisons (subjective nature of argument; quotations from people to support argument; use of emotional terms; overall tone; headline, *etc.*).

Writer feels angry at the way Ramsbotham has been treated ('Sir David has been

denied a second term'; 'the ball is now in the home secretary's court', etc.).  
 Government is failing to make progress (references made to Straw's role, and role of 'mandarins' and ministers, etc.).  
*Similar, supported answer, which refers to inferred attitude.*

**4. Evaluation:**

Any sensible and well supported answer of at least 150 words, in which the student refers to style, tone, layout, graphics, vocabulary and structure, and so analyses the communication's strengths and weaknesses. Answer should be linked to answer for question 1.

**STUDY SECTION I** **T** **Suggested response: 'How to pay for a free lunch'**

**1a. Purpose (at least two required):**

To inform readers that search engines are looking for new ways of generating funding; to discuss alternative ways of attracting advertisers and users to search engines, or similar response.

**Reasons (three required for each purpose):**

Writer discusses banner advertising, pop-ups and 'kitties' on search engines' pages; he discusses alternative funding options; he quotes from people involved in advertising on search engines' sites; headline and subheading; graphics, etc.

**1b. Type of writing:**

Magazine article.

**Conventions of the text form:**

Layout: long columns; headline and byline/subheading; graphics.

Content: a detailed discussion on a very specific topic.

Language: use of technical and specialised language.

*Or similar response. Examples should be given.*

**1c. Intended readers (at least two groups required):**

People in the IT industry/ Internet industry (article discusses funding of search engines); advertisers (article discusses effectiveness of advertising on the Internet); anyone interested in PCs or IT (article discusses PC-related issues); readers of IT/ computing magazines in general; or similar supported statements.

**2. Summary:**

Summary should be written in the student's own words, and should cover all of the main ideas, with appropriate supporting detail. The relationship between elements should be fully explained. Information should be accurate, and not contain the student's own opinions.

**3. Writer's attitude (referring to inferred attitude):**

Some of the new ways of raising funding are of concern (refers to creeping commercialism, etc.); advertising is not cost effective (writer quotes from Dixon Jones, etc.); writer feels it is unfair that site owners with large budgets can be placed higher in search engines' tables (author refers to the 'marvellously flat playing field enjoyed by website owners ...', etc.).

*Similar, supported statements, which refer to inferred attitude.*

**4. Evaluation:**

Any sensible and well supported answer of at least 150 words, in which the student refers to style, tone, layout, graphics, vocabulary and structure, and so analyses the communication's strengths and weaknesses. Answer should be linked to answer for question 1.

**STUDY SECTION I** **T** **Suggested response: 'A leopard can't rebrand its spots'****1a. Purpose (at least two required):**

To present a point of view/to argue that corporations change names to change image, and dissociate themselves from older images and problems; to entertain; or *similar purpose.*

**Reasons (three required for each purpose):**

Headline, subheading; writer says 'rebranding ... conjures up new things in the mind of the customer, it blurs associations', etc.; writer talks of pronouncing lower-case letters as 'baby letters' and describes 'self-inflicted bald' as 'the new cool', etc.

**1b. Type of writing:**

Broadsheet newspaper article.

**Conventions of the text form:**

Layout: narrow columns, headline and subheading/byline; author's picture appears.

Content: business/marketing issue of rebranding; one issue discussed in depth.

Language: language is informal in parts, but general language use is subtly humorous; some complex sentences/paragraphs; allusions to e.e. cummings and Schadenfreude.

*Or similar response. Examples should be given.*

**1c. Intended readers (at least two groups required):**

People in the marketing industry (refers to marketing and rebranding throughout); people who work in the types of organisations discussed (talks about bmi; Sellafeld; Corus; Cosignia; New Labour); readers of broadsheet newspapers in general; or *similar supported statements.*

**2. Summary:**

Summary should be written in the student's own words, and should cover all of the main ideas, with appropriate supporting detail. The relationship between elements

should be fully explained. Information should be accurate, and not contain the student's own opinions.

**3. Writer's attitude (referring to inferred attitude):**

Writer adopts a light-hearted and humorous tone – implying light-hearted attitude, but making a serious point at the same time; writer feels rebranding is wrong; uses example of balding men, and compares this to businesses rebranding; discusses cases of Cosignia and Corus; refers to rebranding as cynical or desperate; 'appearances ... deceive'; discusses rebranders' desire to associate themselves with positive images. *Or similar, supported statements which refer to inferred attitude of writer.*

**4. Evaluation:**

Any sensible and well supported answer of at least 150 words, in which the student refers to style, tone, layout, graphics, vocabulary and structure, and so analyses the communication's strengths and weaknesses. Answer should be linked to answer for question 1.

**STUDY SECTION 1**  **Suggested response: 'He loves me! He thinks I'm an old Land Rover!'**

**1a. Purpose (at least two required):**

To entertain; to present a point of view; to discuss relationships; *or similar purpose.*

**Reasons (three required for each purpose):**

Headline, subheading, graphics. Writer gives many examples of her husband's 'back-handed' compliments. Tone is light-hearted. Writer concedes her husband is not insensitive; refers to him as 'incorrigibly candid', etc. Writer discusses long-term partners and their apparent 'complimentectomy', etc.

**1b. Type of writing:**

Broadsheet newspaper article.

**Conventions of the text form:**

Layout: narrow columns, headline and subheading/byline; graphic.  
Content: opinion column; discusses relationship issues in witty and humorous way.  
Language: general language use is cleverly humorous; some complex sentences/ paragraphs.

*Or similar response. Examples should be given.*

**1c. Intended readers (at least two groups required):**

Women or men (article discusses women's relationships with men).

People in long-term relationships (article is about relationships).

Marriage/relationship advisers (content).

Readers of broadsheet newspapers in general; *or similar supported statements.*

**2. Summary:**

Summary should be written in the student's own words, and should cover all of the main ideas, with appropriate supporting detail. The relationship between elements should be fully explained. Information should be accurate, and not contain the student's own opinions.

**3. Writer's attitude (referring to inferred attitude):**

Writer is resigned to the situation (use of conciliatory language, e.g. 'He's not insensitive, though. '); writer's attitude is humorous (many humorous references); writer thinks men should try harder (writer discusses why men are like this, etc.).  
*Or similar, supported statements which refer to writer's inferred attitude.*

**4. Evaluation:**

Any sensible and well supported answer of at least 150 words, in which the student refers to style, tone, layout, graphics, vocabulary and structure, and so analyses the communication's strengths and weaknesses. Answer should be linked to answer for question 1.

**STUDY SECTION 2** **T<sub>1</sub>**

In this TA, students are asked to write an essay, report, or portfolio of thematically linked pieces, of at least 600 words (summative assessment requires students to write at least 700 words). You should assess the work against the PCs, which are:

- a) The techniques are appropriate to the writer's purpose, are used consistently and effectively and are adapted as necessary for the intended readership.
- b) All essential ideas/information and supporting detail contributing to the main purpose of the communication are expressed accurately and coherently.
- c) Structure is appropriate to purpose and audience and the writer arranges and links major and minor points in ways which assist the clarity and impact of the writing.
- d) Spelling, punctuation and syntax are consistently accurate; sentence structure, paragraphing and vocabulary are varied to suit purpose and audience.

**STUDY SECTION 2** **T<sub>2</sub>**

In this TA, students are asked to complete a pro-forma in which they state:

- Preferred format of writing (essay, report, portfolio)
- Subject they will write about
- Issues they will write about
- Sources and types of information they will use.

The TA instructs students to discuss this form with their tutors before they begin work on the summative assessment. It is recommended that you use this and TAI as a means of determining students' progress and preparedness for summative assessment.

**STUDY SECTION 3** **T**<sub>I</sub>

Students are asked to complete a pro-forma, outlining their preferences for summative assessment. If you are not giving students a choice for the summative assessment, you may not want your students to do this TA.

The pro-forma asks students to identify:

- Preferred format for assessment (meeting, discussion or presentation)
- Any concerns they may have about the assessment
- Topic
- What they intend to say
- The purpose of the communication
- The visual aids they will use (if any).

It is recommended that you use this as a means of determining students' progress and preparedness for summative assessment.

**PART 6**

When students enrol for this course they should either be given a timetable or receive details of their tutor and information on contact details, i.e. the day, time, telephone number/e-mail address, where they can make contact. They may retain this information on a Tutor Details Form similar to that shown below.

**Tutor Details Form**

Tutor's name: \_\_\_\_\_

Address (for correspondence and assignments):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone number: \_\_\_\_\_

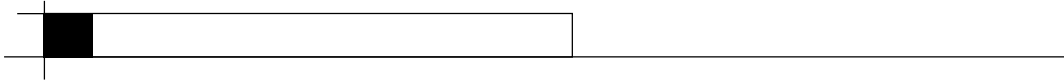
Fax number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Times available for contact: Day/Evening: \_\_\_\_\_

Times: \_\_\_\_\_

Attendance requirement: \_\_\_\_\_



**PART 7**

Learning and Teaching Scotland is very interested in the views of tutors who have used these learning materials with students. Your feedback and comments will assist us in evaluating and, where necessary, improving this pack for future student and tutor use.

We would be grateful if you would spend a little time completing and returning this form to Learning and Teaching Scotland.

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	The content is pitched at the appropriate level for the target student	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
2	The content is accurate and up-to-date	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
3	The content meets the requirements of the stated outcomes/aims/objectives	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
4	The content is sufficient to allow the student to achieve the stated outcomes/aims/objectives	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
5	The learning approaches are appropriate	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>

*contd overleaf*

**TUTOR EVALUATION FORM**

6	The language is suitable for the target student	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
7	Sufficient and significant Activities, SAQs and Tutor Assignments are included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
8	Appropriate feedback has been included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
9	The assessment methods are appropriate	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
10	The standards of assessment are acceptable	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
11	The pack is structured in such a way as to allow students to find their way through the materials	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 tutor contact	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 send completed forms to: OFDL Project, Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY