

Communication

Tutor Guide

[INTERMEDIATE 2]

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Acknowledgements

Grateful thanks are expressed to SQA for permission to use various extracts from
Communication Intermediate 2 D01B | | National Unit Specification: General Information

UNIT Communication (Intermediate 2)

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 the candidate may reasonably be expected to encounter through a general awareness of current issues and/or appropriate vocational context(s).

OUTCOME 1: Respond to accessible written communication.

Performance criteria

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

Evidence requirements

Written and/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.

Accessible written communication

Non-fiction texts must be used. Texts will be accessible and deal with content which the candidate may have encountered through personal experience, an area of study or the work setting. The communication will combine factual content with analysis or present a sustained point of view or central argument. The text may sometimes feature unfamiliar, abstract ideas and some complexity in tone. Complex sentences and some complex/specialist vocabulary will be used and paragraph structures will allow for exemplification and analysis.

OUTCOME 2: Produce well structured written communication.**Performance criteria**

- a) The techniques are appropriate to the writer's purpose and audience and are used consistently and effectively.
- b) All essential ideas/information contributing to the main purpose of the communication are expressed accurately and coherently.
- c) Structure takes account of purpose and audience and clearly delineates the points it presents.
- 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 which show that the candidate has achieved all the performance criteria. The piece, or pieces taken together, should amount to no fewer than 500 words. Where a portfolio of evidence is used, it should consist of one main piece of well structured written communication. Further linked pieces of writing should be included to show the development of the main piece.

Well structured written communication

The candidate will produce well structured written communication which *either* presents and analyses information with the selection and highlighting of the most significant or develops opinions and/or ideas with supporting evidence. The communication will be organised into a logical structure and layout. Word choice and any use of graphics or pictures will be appropriate to purpose, context and target audience. Appropriate techniques and structures will be used accurately with some use of complex/specialist vocabulary. Sentences will show accurate handling of clauses and linkages between sentences will be clear. Paragraphing will reflect a developing line of thought. Although a few errors may be present, these will not be significant in any way.

OUTCOME 3: Produce and respond to oral communication.**Performance criteria**

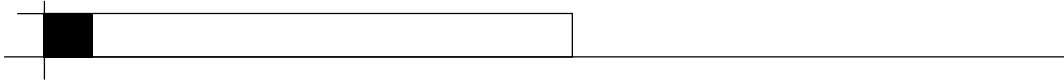
- a) Use of vocabulary and a range of spoken language structures is appropriate to purpose and audience.
- b) The communication conveys all essential information, opinions or ideas with supporting detail accurately and coherently.
- c) Skill in sequencing and linking information, opinions and/or ideas is shown.
- 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 contributions and interaction 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 four minutes with additional time for questions.

In a spoken interaction at this level

The candidate will convey all essential information, opinions or ideas with sequencing and linking appropriate to purpose and situation. The use of vocabulary, register and structure will meet a clear purpose and be varied as necessary. Some specialist vocabulary may be included where appropriate to purpose and audience. 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 written and oral communication that deals with topics and vocabulary that the candidate may reasonably be expected to encounter through a general awareness of current issues and/or appropriate vocational context(s). This unit is designed to develop communication skills at a level which is the minimum required for intermediate posts in business, administration and technician occupations.

Outcomes

1. Respond to accessible written communication.
2. Produce well structured written communication.
3. Produce and respond to oral communication.

Prior experience

While entry is at the discretion of the centre, candidates would normally be expected to have attained Communication (Intermediate 1).

Progression

Successful attainment of this unit will allow the candidate to proceed to:

- Communication (Higher) D01B 12

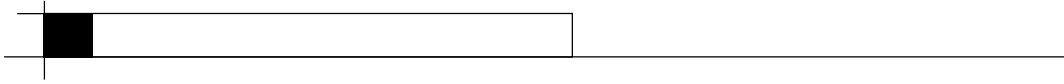
The Learning and Teaching Scotland publication *Communication (Higher)* has been written to allow students to progress easily from Intermediate 2 to Higher.

Core skills

Information on the automatic certification of core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

- Communication at Intermediate 2.



This open learning package covers the syllabus requirements for the SQA National Unit, Communication at Intermediate 2. In addition to this Tutor Guide, it consists of a Student Introductory Guide and three Study Sections as indicated below.

Student Introductory Guide

Pages: 1–14

Study time: 1–2 hours

Outcome 1: Written Communication (Reading)

Pages: 1–56

Study time: Approximately 10–12 hours

Outcome 2: Written Communication (Writing)

Pages: 1–55

Study time: Approximately 8–10 hours

Outcome 3: Oral Communication

Pages: 1–46

Study time: Approximately 6–8 hours

Unit study sections

Each Study Section of this 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 package
- 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 numbered 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 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 a numbered 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.

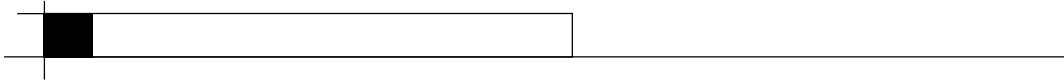
For example, students may be asked to read a passage, prepare a short piece of writing, think about preparing a talk, etc.

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 course. 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.



How students will be assessed

Throughout each Study Section of this learning package, 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 the student's 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 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 they 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 the SQA unit Communication (Intermediate 2) D01B 11.

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 reassessed on the particular elements of the assessment which needs improving.

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

External assessment

There is no external assessment associated with this unit.

OUTCOME 1 T | Suggested response 'Coming full circle'

1. *Purpose:* At least one required.
To express the point of view that the computing industry is not as good a choice of career as it once was.
To argue that if more computer professionals are required, there could be a shortage as people are moving into new careers at the moment. *Or* similar response

Evidence: Any sensible supported statements (minimum of two). For example: writer discusses the conversation he had with a friend; he says that many IT people have 'moved on'; he discusses potential changes in the IT industry, and how these might require large numbers of IT professionals, etc.
2. Candidate should identify type and give appropriate supporting evidence, referring to layout, content and language.
Type: Magazine article. (Some students may say broadsheet newspaper, and appropriate credit should be given, as the writing styles are similar. At the same time, the student should appreciate that there are differences between the two forms.)
Layout: Columns, heading, author's picture appears next to article.
Content: Specialised subject matter.
Language: Formal, serious tone. Some use of specialised language.
3. Any sensible supported statements. For example:
Computer professionals (subject matter).
Recruitment agencies, managers of large firms, students thinking about a career in IT (article discusses demand for IT staff).
4. Summary should be written in student's own words, and should cover all of the main ideas, with appropriate supporting detail. The relationship between elements should be identified. Information should be accurate, and not contain the student's own opinions.
5. Any sensible and supported answer. For example:
Pessimistic, concerned, worried: 'A lucrative career in IT is no longer a sure thing'; 'a worrying knock-on effect of this situation', etc.
6. Any sensible and supported answer, which analyses the communication in terms of how well the writer met the purpose. The student may refer to some of the following: bias; relevance of sources and examples; clarity of argument; structure; headlines and graphics (or lack of); layout; language and tone, etc. Each statement should be justified with reference to the text.

OUTCOME 1 **T** | Suggested response 'Politicians must seize NHS nettle'

1. *Purpose:* At least one required.
To argue that the NHS should restrict access to certain types of treatment.
To discuss the need for rationing in the NHS. *Or* similar response.

Evidence: Any sensible supported statements (minimum of two). For example:
Author quotes from a report which states that 'NHS must move ... to a restricted [system]'
Writer argues that HRT is given to combat menopausal symptoms, which are not life threatening. Writer advises doctors to send patients asking for 'breakthrough' treatments to their politician's office, etc.
2. Candidate should identify type and give appropriate supporting evidence, referring to layout, content and language.
Type: Broadsheet newspaper article (opinion column).
Layout: Long narrow columns, byline, writer's picture next to byline, fonts, etc.
Content: This is an in-depth opinion column, examining a political and social issue in some depth. Use of quotations from outside sources, etc.
Language: Formal language (e.g. no contracted words); complex sentence structures; serious tone (with some use of subtle humour), etc.
3. Any sensible supported statements. For example:
GPs (content matter).
Patients (warning of need for rationing).
Politicians (warning of need for rationing; statement that money is not the answer, but it's the only one politicians understand).
4. Summary should be written in student's own words, and should cover all of the main ideas, with appropriate supporting detail. The relationship between elements should be identified. Information should be accurate, and not contain the student's own opinions.
5. Any sensible and supported answer. For example:
Writer feels that rationing is essential for the NHS to survive. (Quotes and agrees with Dr O'Neill; patients ask for treatments for conditions that they have 'up to now, simply put up with'.)
Writer feels that money is not the answer. (Says politicians pretend money 'will make it all rosy in the garden'.)
Writer thinks politicians are lacking in courage to change the NHS. (Claims politicians have not got the courage to determine what is available on the NHS; politicians leave doctors to do their dirty work for them.)

7. Any sensible and supported answer, which analyses the communication in terms of how well the writer met the purpose. The student may refer to some of the following: bias; relevance of sources and examples; clarity of argument; structure; headlines and graphics (or lack of); layout; language and tone, etc. Each statement should be justified with reference to the text.

OUTCOME 2 **T₁** Write a memo to your tutor

In TAI, students are asked to write you a memo of 100–150 words detailing their progress at that stage of the Study Section.

They have been specifically instructed to tell you of their progress in these areas:

- how comfortable they are with the idea of meeting the reader's needs
- spelling or punctuation problems
- progress in general
- anything else affecting progress.

The memo should be appropriately formatted. You may want to use it to discuss problems with your students, and to offer additional support with spelling, punctuation and syntax, and structuring of written work if appropriate.

OUTCOME 2 **T₂** Write a report, essay or portfolio of 400–500 words

Students are asked to write in one of these forms. Suggested topics are given, and an option to select a topic and form is included.

If the PCs are met, the student is probably ready for summative assessment. If not, then some remedial or additional work may be required.

The PCs are:

- a) The techniques are appropriate to the writer's purpose and audience and are used consistently and effectively.
- b) All essential ideas/information contributing to the main purpose of the communication are expressed accurately and coherently.
- c) Structure takes account of purpose and audience and clearly delineates the points it presents
- d) Spelling, punctuation and syntax are consistently accurate; sentence structure, paragraphing and vocabulary are varied to suit purpose and audience.

OUTCOME 3 **T**_I

Students are asked to complete a pro-forma, outlining their preferences (i.e. presentation or discussion or meeting) for summative assessment. They are also asked to give an outline of what they intend to say and to identify any concerns they may have about the assessment.

Other resources required

You should encourage your students to make regular use of broadsheet newspapers, a good dictionary and a thesaurus.

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/e-mail number, where you 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 package 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