An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Revised Programme Module

Developing Communication Skills

leading to

Level 3 QQI Component: Communications 3N0880

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:

  1. **Level 3 QQI Certificate in General Learning 3M0874**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETB Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a: specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Developing Communication Skills	**2. Component Name and Code** Level 3 Communications 3N0880
3. Duration in Hours of Programme Module 100	**4. Credit Value** 10
5. Assessment Technique Collection of Work 100%	**6. Specific Requirements** None

7. Aims of the Programme Module

This programme module aims to equip the learner with a range of communications skills for use in social, personal and work life and to encourage the learner to have the confidence to use these skills in their daily lives.

8. Objectives
- to engender in the learner, the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form, including listening, speaking, questioning, reading and writing

- to develop an understanding of the importance of good communication skills
- to develop an appreciation of the wide variety of situations in which different communication skills are used
- to develop good reading, writing and interpersonal communication skills for use in a range of situations
- to give the learner confidence in their communication skills.

9. Learning Outcomes of Level 3 Communications 3N0880

The learner will be able to:

1. Reading

1.1 outline a limited range of reading techniques to include scanning, skimming
1.2 read a limited range of different texts, including work-related, personal and social or community life material, for a variety of purposes, to include identification of bias, genre, key features, learning context, entertainment
1.3 use a limited range of reading techniques to locate specific information in reference materials and short pieces of text, to include scanning, skimming and reading for more detailed understanding
1.4 extract the main facts, ideas and opinions from simple written material, to include media articles, information pamphlets, fiction

2. Writing

2.1 use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence
2.2 write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps
2.3 interact with others through a limited range of current electronic and social networking technologies taking appropriate consideration of the benefits and risks of such technologies

3. Interpersonal Communications

3.1 interpret common signs, symbols and non-verbal messages to include traffic and road signs, hazard signs, care labels

3.2 identify the principal factors affecting everyday interpersonal communication, to include effective listening and speaking, body language, social, physical, relational, mood/state of mind, purpose, speech, genre, status

3.3 use non-verbal signals and visual aids to convey different messages

3.4 initiate a conversation in different settings to include active listening skills whilst face to face and on the phone, using small talk or ice-breakers, expressing personal opinions, feelings, facts and disagreement

3.5 narrate observations, events, experience, feedback and procedures using appropriate vocabulary within a small group, to include a story or anecdote, arts or media related issue, a situation of enquiry, local event, conflict or personal concern

3.6 use questioning techniques for a range of formal or informal purposes, to include learning, and matters of fact, inference, interpretation and fiction

3.7 use the vocabulary appropriate to a range of public contexts, to include personal health care, working life, financial transactions.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.

10. Guidelines for Teaching and Learning

A note on the typical learner at level 3 and the possible need for specific instruction in basic literacy skills.
Learners undertaking communications at level 3 span a broad spectrum of ability. At one extreme, are learners who will be able to achieve the outcomes with relative ease. These learners are likely to understand simple written material and to have at their disposal a range of reading strategies that have become natural and instinctive. At the other extreme are learners who have the potential, with time and support and work on their own behalf, to become proficient at this level. The vast majority of learners fall somewhere in between these extremes and are likely to be proficient in some areas of reading, writing and interpersonal communication and not so proficient in others.

Thus, it cannot be assumed that the typical learner has the entire range of basic literacy skills to engage with the module. It is therefore inevitable that the teaching of these skills will form a greater or lesser part of the process of teaching level 3 communications. The spirit of the module is that at the end of the process, learners will be able to read simple texts with a reasonable degree of fluency, confidence and independence and be aware of their own learning style and process. Failure to ensure that learners have at least the basic skills and can use them outside the classroom will result in a restriction of their capacity to progress beyond level 3. To assist teachers/tutors in ensuring that learners master the basic skills, some of the strategies that may be needed in the teaching of the module are outlined below.

Unit 1: Reading and Understanding

Reading and understanding

This unit requires learners to read at least 7 different types of text specified in section 11a. The learner is required to demonstrate that s/he can use reading techniques like scanning, skimming and reading for more detailed understanding and that s/he can extract the main facts, ideas and opinions from specified texts. In

addition, the learner is required to identify bias, genre and key features or conventions of texts. In broad terms, the unit on reading and understanding provides learners with the opportunity to achieve two broad objectives,

- to enhance their reading strategies
- to Improve their general comprehension skills

The majority of learners at level 3 will require specific instruction in some or all of these strategies and will need time to practice and become proficient in their use. The specific teaching of comprehension and other strategies is assumed to take place in the context of texts that are relevant and meaningful to the learner. It may be useful to consider the following when choosing texts that suit learners and meet the requirements of the module.

Types of suitable reading material

It is critical that teachers/tutors choose suitable reading material that relates to the personal interests and concerns of learners and is in compliance with the requirements of section 11a. The following list gives some examples of the type of texts that may be suitable.

- work-related texts, for example, websites, letters, payslips, diagrams, memos, contracts etc.
- personal material, for example, fiction or non-fiction books or e-books, poems and song lyrics, websites, letters, financial documents such as bank statements etc.
- socially relevant texts, for example, magazine articles, newspaper articles on current affairs issues etc.
- community related texts, for example, local newsletters, local history material, posters, pamphlets, advertisements, timetables, maps, telephone directories etc.

It would be useful for tutors to consider this list alongside the requirements of section 11a and thus compile specific programmes of work suitable for particular groups of learners. In doing so, teachers/tutors may want to consider the readability of different texts.

Readability of a text

The readability of a text is affected by many factors including, previous knowledge of the subject, interest and relevance. Factors like layout, the amount of white space on the page, the size and type of print etc. also affect the readability of a text. Therefore, choosing a text that is relevant to the learner and is well printed will enhance the learning experience and enable a more successful outcome for the learner.

Clearly, the level of difficulty of the words used and the sentence structure will also be a factor in the success of the reading experience. Teachers/tutors may wish to apply a test like the SMOG test to ascertain the level of difficulty of a piece of reading. For more information on this subject see, http://www.readabilityformulas.com/gunning-fog-readability-formula.php

Teaching a variety of comprehension strategies

Readers rarely use just one strategy to comprehend a text. Confident readers automatically select appropriate strategies from the repertoire of skills they have gathered and honed. Learners who are beginning on this journey are likely to need specific instruction and practice in comprehension skills. The teacher/tutor may consider working on some of the following with particular learners.

(a) Pre reading activities

Activities that support the learners' engagement with the reading material will set up the right conditions for the readability of texts and give learners skills for independent reading. Pre reading activities help learners to connect with the text by establishing a purpose for reading. They also help to anticipate some difficulties before reading the text. Some of the strategies include:

- Pre teaching vocabulary and concepts that might create a barrier to the comprehension of the text. In addition, understanding the **context** is a very important cue to understanding the meaning of words. Some learners need supported practice in order to understand this so that they can use contextual meaning as a way of understanding the written word.
- Predicting the content by studying layout, subtitles, title, pictures, graphs etc. [1]

(b) Helping learners to extract meaning from texts

Many learners think they should understand and be able to answer questions about a text after a first reading. They find it difficult to grasp the idea that reading is about checking and re checking and finally confirming meaning. Fluent readers know that what they read needs to make sense. They are constantly monitoring the text for meaning. If they fail to 'get' something they will automatically re read sections of the text, flicking from one section to another to confirm what they think is the meaning. Helping learners with strategies to become 'detectives' of the piece will help them with the skill of confirming, rejecting and adjusting predictions about the meaning of pieces of reading. Teachers/tutors may consider the following:

- Ask learners what they want to learn from the text
- Find the key words in the text and read the information around them
- Give learners opportunities to scan the text to find particular pieces of key information and key words.
- Practice the skill of skimming through texts to get the gist before they read or even afterwards to confirm a 'hunch' about the meaning of a text.

(c) SQ3R

Teachers/tutors may consider practicing the well known strategy of SQ3R (Survey, Question, Read, Review, Recall) with learners so that they internalise a way of tackling texts now and in the future.
This comprehensive strategy for tackling a text begins with **surveying** the text.

- When learners **survey** a text they look at the title, the headings, the first sentence, literally surveying all around the text to see if it gives any clues to the meaning. This is a task best done orally and allows learners internalise a useful reading strategy for life.
- The next stage involves asking **questions** about the possibilities of the text. Learners may pose questions prompted by the survey. They then **read** the passage with a view to answering their questions. This tactic gives the learner a focus for their reading.
- **Read** the passage carefully identifying the main point in each paragraph and piecing together the sequence of events.
- **Review** the passage to remember the main ideas, important information and details..
- **Recall** involves checking that they understand the text. The action of recalling may generate additional questions to help clear up remaining blocks to understanding.

All of this work is best done orally. The focus is on understanding enough of the meaning so that the main facts, ideas, opinions etc. may be gleaned from the text.

Identifying the key features/conventions of textual material
Learners are required to identify the key features or conventions of various pieces of textual material. This is something that is done automatically by fluent readers. A fluent reader will pick up a newspaper and using the **key features/conventions** will note the headline, the subheads etc. to check which articles they want to read more fully or to get the gist of the news. If they get a formal letter in the post, they will look for key signs and conventions before they read the text of the letter. They may initially check who has sent the letter and if their

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[1] See section entitled, identifying the key features/conventions of textual material below

role or title is identified, if there is a heading telling what the letter is about etc. Essentially fluent readers understand that texts constructed for particular purpose will be written in formats that enhance their meaning and accessibility.

It is useful to give learners the opportunity to study the key features of formal and informal letters, newspapers, dictionaries etc. Readers who understand how to use these features spend less time unlocking the text and have more energy to concentrate on the content. When features recur in predictable patterns they help the reader to find information and make connections. Informational texts use vocabulary, special design elements and organisational patterns to express ideas clearly and make them easier to read. For example, in a magazine article, a heading is meant to grab your attention and give you an idea of what the article is about while the accompanying photographs and captions might add information not included in the body of the article. It is good for learners to realise that these are reading aids.

A well designed textbook, website or print resource has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features and clearer cues than others. Previewing a text can help learners to identify the text features and use them effectively to enhance their understanding of the text.

Genre

In recent years it has become part of most communications courses that learners are required to identify genre. Understanding the genre of a text can be viewed as another aid to the better understanding of that text. Different genres have conventions that allow us to categorise the vast array of textual material into meaningful groupings. At this level it is sufficient for learners to know that texts can be classified in this way. A useful way of conveying this is to discuss the genre of 4 or 5 of their favourite films. Learners will easily categorise particular films under genres such as, fantasy, science fiction, mystery etc. It is a small step to be able to apply this knowledge to written material. See below for some of the more common genres for textual material.

Fictional material

The genres within fictional material include the following:

Genre	Definition
Traditional Literature	Stories that are passed down from one group to another in history. This includes folk tales, legends, fables, fairy tales and myths from different cultures.
Fantasy	A story including elements that are impossible, such as talking animals or magical powers. Make-believe is what this genre is all about.
Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
Realistic Fiction	A story using made up characters that could happen in real life.
Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Non fictional material

The genres within non fictional material include the following:

Genre	Definition
Informational	Texts that provide facts on a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
Biography	The story of a real person's life written by another person.
Autobiography	The story of a real person's life written by that person.

Other genres

Genre	Definition
Poetry	Poetry is verse written to create a response of thought and feeling from a reader. It often uses rhythm and rhyme to help convey meaning.
Dramas and Plays	A composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotion through action and dialogue and typically designed for theatrical performance.

For more on teaching the concept of genre see,

http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Reader's%20Notebook%20PDF%20Files/Genre%20Definitions.pdf

Bias

Many learners assume that because something is reported in the newspaper or on the television or on a website that it is true. For this reason, materials from these sources are particularly good for helping learners identify bias. In order to do this, it may be necessary to deconstruct the text first by highlighting facts in one colour and opinion in another or reading material from different sources on the same topic. As bias may be a difficult topic for some learners to grasp, it is important to use examples that have a very obvious bias in order to communicate the basic idea.

A further note on choosing texts

The requirement for the module is that learners read at least 7 texts of various types specified in section 11a. Whilst it is required that learners read at least one each of specified types of text, there is room for the teacher/tutor to select additional types of text to make 7 in total or tutors may choose to use more than one of the designated types of text. In summary, teachers/tutors should ensure that they choose the right types of text to meet the requirements and then they may use more than one of the designated texts or any others they think will meet the needs of the particular groups of learners.

Unit 2: Writing

Writing

Many learners experience difficulty in translating what they want to communicate into the written word. They find it difficult to express themselves in a logical, structured way. They may also lack confidence in their own writing abilities. Learners may need support to develop and expand their writing skills. If a learner needs this level of support to write, consider using **writing frames** to help them structure their writing. Writing frames supply learners with the outline, the connectives and the logical sequence of a piece of writing. (See, for example, A Cassidy and B Kiely, *Between the Lines,* City of Dublin VEC Curriculum Development Unit, 2001.)

Spelling

In order to become more personally resourceful, learners need to learn a variety of strategies for improving their spelling. Consider encouraging the use of a spelling dictionary where the learner keeps a list of all the words that are important to her/him and that come up regularly in their writing. The website, http://www.bbc.co.uk/skillswise, is a useful resource.

The following writing tasks will need to be practiced so that learners may meet the requirements of the module (see section 11a for details on the writing tasks that must be presented as evidence).

Simple instructions: Learners can be helped to understand the importance of logical order in sets of instructions by writing instructions for each other on simple everyday tasks. The sets of instructions generated in this way may be used by other learners to carry out the task using the instructions as the guide. Learners could also unscramble a jumbled set of instructions as a way of identifying for themselves the importance of a step by step approach. The sets of instructions can relate to everyday tasks that are familiar like how to get how to send a text message or how to find your way from a to b or how to boil a kettle or make a cup of tea. The difficulty of the task is not the issue. The challenge for learners is that they engage in the act of translating something they can talk about or can do into the written word. The emphasis in this task does not have to focus too strongly on spelling. However, it does represent another real opportunity to try out spellings previously identified. In the case of a set of instructions punctuation may be important to ensure that there is no confusion in meaning.

Letters: the objective here is that learners understand and can use the correct format and conventions that apply depending on the audience and purpose of the correspondence. Writing frames or templates that allow learners to practice the conventions of letter writing may be helpful. Some learners may need a lot of practice. The aim is that learners understand enough of the conventions to be able to write a letter for themselves knowing enough to chose the right conventions and the language appropriate to the purpose. In this way learners can be helped to understand that standard spelling, punctuation etc. has the purpose of facilitating meaning.

Accurate spelling is more important in the final formal letter than in the personal letter. However, the writing of both letters provides an opportunity for learners to use their spelling dictionary and ensure that spellings commonly used are accurate. Learners will also get another opportunity to understand that it is usual to write a number of drafts before the final copy is satisfactory. Earlier drafts should always be included to give an indication of progress.

Personal letter: should be at least 3 paragraphs in length with address, date and appropriate salutation. The words used should be appropriate to the audience. Learners should pay attention to, common spellings, punctuation, tense etc.

Formal letter should be at least 3 paragraphs in length with address, date and appropriate salutation. The words used should be appropriate to the audience. Learners should pay attention to spelling (as close to 100% accuracy

as possible), grammar, punctuation, tense, sentence structure.

The message: should be at least 10 words in length. The words used should be appropriate to the audience.

Expressive writing should be of sufficient length to convey the meaning. The expressive or creative piece may take the form of a story, poem, autobiography, opinion piece etc. Spelling, punctuation etc. may not need to be 100% accurate as it is most important that the meaning is conveyed. However, it is another opportunity to check for common errors and to correct them.

The learning journal: at regular intervals throughout the course, the learner will record their experience of learning in a journal. Entries may include the learner's feelings on their progress, difficult areas, strengths, thoughts, reflections and observations about their own learning process. The journal is not necessarily a vehicle for recording **what** was learned, it should reflect **how** the learner is feeling about their learning as they progress. The journal may include, for example, goals set by the learner in relation to improving spelling, punctuation, reading strategies, listening and speaking, comprehension etc. It should be at least 120 words in length. (If the learner chooses to write a number of short reflective pieces, the combined word count should be at least 120 words).

Mind map/spidergram/study note. The mind map/spidergram should follow the relevant convention.
If used, the study note should be at least 30 words in length and it should paraphrase the learning point in the learner's own words.

Electronic and social networking technologies
   a. A clear step by step practical demonstration **OR** a written account of how to use electronic technology using words and images.
   b. A clear step by step demonstration **OR** written account of how to use social networking using words and images.
   c. The learner must demonstrate knowledge of at least **two** risks and at least **two** benefits of electronic and social networking technologies. (This could be written up or could form part of a discussion under interpersonal communication.)

Unit 3 Interpersonal Communication

The learner is required to demonstrate a variety of interpersonal communication skills and strategies. **See 11a for the way in which the evidence for each of the following must be presented** and then consider using some of the suggestions indicated below:

Signs

Evidence that the learner has demonstrated the **ability to identify and explain the meaning** of at least two traffic/road signs, hazard signs, care labels. The teacher/tutor may ask the learner to choose from a display of at least four of each of the following:

   o   Hazard Symbols:

   o   Fire Safety Signs:
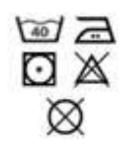

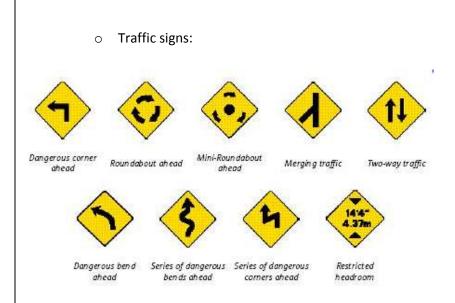   o   Care Labels on textiles:

   o   Road signs:

o Traffic signs:

Dangerous corner ahead	Roundabout ahead	Mini-Roundabout ahead	Merging traffic	Two-way traffic

Dangerous bend ahead	Series of dangerous bends ahead	Series of dangerous corners ahead	Restricted headroom

Non verbal and visual communication

Visual aids may be used to enhance communication or may substitute for other forms of communication. Explore with the learner how to employ the use of visual aids to communicate/convey a message. The teacher/tutor may choose to facilitate the learner to create a poster/storyboard/collage using images from a variety of sources to convey a message e.g. advertise a product, explain how to complete a task, illustrate a verbal message or tell a story etc.

It is widely recognised, that the majority of our communication is **non verbal** and includes, gestures, body language/posture; facial expressions and eye contact. It is important for the learner to be aware of how sending and receiving messages from non-verbal signals can influence communication. Messages should be clearly understood and appropriate to the audience

Effective speaking and listening

(a) Facilitate the learner to identify the factors that make for **effective speaking and listening** in both personal and public contexts. Some of the skills involved in effective speaking and listening include the following:

- Using appropriate eye contact
- Seeking clarification
- Summarising or paraphrasing what the other person has said to check for understanding.
- Ensuring that the language used is appropriate to the audience
- Using clear and concise language
- Asking whether the receiver/s understand
- Giving other people a chance to speak
- Being patient!
- Taking notes physically or mentally of key points, whichever is appropriate
- Respecting other people's opinions even if you disagree!

Learners may identify factors that make for effective communication by critically viewing movies, sketches, suitable youtube material; creating and participating in role plays; reflecting on real life situations etc. Suitable public contexts that may be considered include banks, post offices, doctor's surgeries, shops, etc.

(b) The learner must be able to identify some of the **principal factors affecting everyday interpersonal communication** including the impact of social, physical, relational, mood/state of mind, purpose, speech and status on communication. The learner may identify these factors by critically viewing media material; by engaging in suitable role plays; by reflecting on real life situations etc.

(c) **Ask questions** in formal and informal situations. Learners need to demonstrate that they are able to use questioning techniques in formal and non formal contexts in order to learn, to check interpretations, to distinguish fact from opinion and generally to get information that is useful to them. The learner may need practice at these skills in role play situations. Learners need to explicitly practice the skills of checking for meaning, seeking clarification and checking interpretations.

Initiating conversations on the phone and face to face.
The learner must be able to:
(a) initiate conversation and ask questions to obtain information (1) on the phone and (2) face to face in a **formal** context
(b) Initiate conversation and ask questions to obtain information (1) on the phone **and** (2) face to face in an **informal** context.
The learner may need to practice these skills in role-play situations. It is important that the learner uses language appropriate to each context and shows awareness and a capacity to use speaking and listening skills effectively.

Expressing opinions, feelings, facts and disagreements.
The learner will engage in face to face **OR** telephone conversations where s/he expresses personal opinions, feelings, facts and disagreements. The situation may be real or it may be a role play. The important point is that a situation is chosen where the learner has the opportunity to demonstrate that s/he is able to voice personal opinion, feeling, facts and disagreements.

Participate in a range of group discussions
The learner must demonstrate that s/he is able to participate in specified group discussions. The group discussions give a further opportunity to demonstrate active speaking and listening skills practised throughout the module.

During group discussions, the learner should make every effort to listen actively, to use vocabulary appropriate to the context and to be mindful of other factors affecting interpersonal communication.

11.a. Specific Information Relating to the Assessment Technique

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%	
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.		
L.O.	**Unit 1 Reading**	

1.1 1.2 1.3 1.4	The learner will compile a Collection of Work that demonstrates that s/he has read a minimum of **7** different types of texts or written material. The majority of texts must relate to the personal interests of learners. In addition, at least one of the **7** texts must be relevant to the world of work and another must relate to a social and/or community issue.
	
	1.
	   (a) Using a range of reading strategies including skimming and reading closely for more detail, extract the main facts, ideas and opinions from:
	       o A media article
	       o A fictional text or extract thereof (e.g. novel, poem, short story, comic, story board, script, diary, etc.
	       o An information pamphlet
	       o Another text of your choice
	   (b) Be able to distinguish between fact and opinion and identify examples of bias encountered in **2** of the above texts or others of your choice.
	   (c) Identify the genre of at least **2** texts of your choice**.**
	   (d) Identify the key features or conventions of at least **2** of the above texts or others of your choice**.**
	2.
	   (a) Scan a text e.g. a timetable, a sports league table, a menu or other similar text to locate **2/3** pieces of specific information
	   (b) Scan reference material e.g. a dictionary, index, phone book, catalogue etc. to locate specific information.	

L.O.	**Unit 2: Writing**	
2.1 2.2	The learner will produce at least **7 pieces of written material** for the Collection of Work including the following: 1. A set of simple instructions with a minimum of **4** steps.	

	2. A personal letter.
	3. A formal letter.
	4. A message (e.g. writing down a telephone message, leaving a written message for a family member, etc)
	5. A piece of expressive writing (poem, short piece of prose etc. on a subject of choice)
	6. A learning journal that includes a record and reflection on personal goals in relation to specific reading, writing and interpersonal skills (at least 120 words).
	7. A mind map or spidergram or note to support learning
2.3	**Electronic and social networking technologies** (a) Interact with others, in a real life **OR** in a simulated situation, through the use of at least one form of a current **electronic technology** e.g. sending a text or email. **and** (b) Interact with others, in real life **OR** in a simulated situation, though the use of at least one **social networking technology** e.g. Twitter, Facebook, Fakebook, special interest sites etc. (c) Show awareness of the benefits and risks of electronic and social networking technologies giving at least **2** benefits and **2** risks of the technologies.
L.O.	**Unit 3 Interpersonal Communications**

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3.7
	1. The learner must demonstrate that s/he can **recognise and interpret** at least **2** of each of the following: **traffic/road signs, hazard signs, care labels.**
	
	2. (a) Use **2** visual aids to convey particular messages
	   (b) Use **2** non verbal signals to convey messages.
	
	3. (a) Give **3 examples** of effective speaking and listening and identify the factors that make communication effective in each case.
	   The examples must range over both personal and public life. Give one example from an everyday personal context and ensure that the other two examples cover everyday public contexts. The public contexts may include personal health care, working life, financial transactions etc
	   (b) Identify and give examples of the impact of at least **4** of the following on effective communication:
	 • Body language
	 • Purpose of the conversation
	 • Sate of mind/mood of the participants
	 • Social status of the participants
	 • Formal or informal context
	 • Relationship of participants
	 • Physical context
	 • Speech and language
	   (c) Ask questions in a formal context and in an informal context in order to learn, to check interpretation and to distinguish fact from opinion. Show evidence of checking for meaning, seeking clarification and confirming interpretations as part of effective interpersonal communications.
	
	4. The learner should show evidence that s/he can:
	   (a) initiate conversation and ask questions to obtain information (1)on the phone **and** (2) face to face

in a **formal** context

(b) Initiate conversation and ask questions to obtain information (1) on the phone **and** (2) face to face in an **informal** context.

5. The learner should engage in at least one face to face **OR** telephone conversation where s/he expresses personal opinions, feeling, facts and disagreements.

6. **Participate in group discussions to cover all of the following:**
    (a) tell a story or anecdote
    (b) express observations and opinions on an arts or media related issue
    (c) give feedback on a local event
    (d) give instructions in response to a query.

11.b Assessment - **General Information – Communications 3N0880**

All instructions for the learner must be outlined clearly in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
Reading 1.1 Outline a limited range of reading techniques to include scanning, skimming	Collection of Work
1.2 Read a limited range of different texts, including work-related, personal and social or community life material, for a variety of purposes, to include identification of bias, genre, key features, learning context, entertainment	Collection of Work
1.3 Use a limited range of reading techniques to locate specific information in reference materials and short pieces of text, to include scanning, skimming and reading for more detailed understanding	Collection of Work
1.4 Extract the main facts, ideas and opinions from simple written material, to include media articles, information pamphlets, fiction	Collection of Work
Writing 2.1 Use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence	Collection of Work
2.2 Write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps	Collection of Work
2.3 Interact with others through a limited range of current electronic and social networking technologies taking appropriate consideration of the benefits and risks of such technologies	Collection of Work
Interpersonal Communications 3.1 Interpret common signs, symbols and non-verbal messages to include traffic and road signs, hazard signs, care labels	Collection of Work
3.2 Identify the principal factors affecting everyday interpersonal communication, to include effective listening and speaking, body language, social, physical, relational, mood/state of mind, purpose, speech, genre, status	Collection of Work
3.3 Use non-verbal signals and visual aids to convey different messages	Collection of Work
3.4 Initiate a conversation in different settings to include active listening skills whilst face to face and on the phone, using small talk or ice-breakers, expressing personal opinions, feelings, facts and disagreement	Collection of Work

3.5 Narrate observations, events, experience, feedback and procedures using appropriate vocabulary within a small group, to include a story or anecdote, arts or media related issue, a situation of enquiry, local event, conflict or personal concern	Collection of Work
3.6 Use questioning techniques for a range of formal or informal purposes, to include learning, and matters of fact, inference, interpretation and fiction	Collection of Work
3.7 Use the vocabulary appropriate to a range of public contexts, to include personal health care, working life, financial transactions.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from FETAC.

Level 3 Communications 3N0880	Learner Marking Sheet /Checklist

Learner's Name: _____   Learner's PPSN: _____

Learners will be able to:	Assessment Criteria	✔ **If present in portfolio**	**Please indicate where evidence is to be found**
Reading Learning Outcomes**:** 1.1, 1.2, 1.3, 1.4	**The following assessment criteria should be used to ascertain that the pieces of work meet the requirements of the module.**		
Read at least **7** different types of text (At least **one** of these texts must be relevant to the **world of work.** At least **one** of these texts must be relevant to a **social and/or community** issue)	Following appropriate pre-reading activities and support, the learner is able to read and understand simple texts with minimal help.		
2 examples of **bias** encountered in the designated texts or others of your choice. Distinguish between fact and opinion and identify	The learner can distinguish fact from opinion in simple material. In distinguishing fact from opinion, the learner has a basic grasp of the concept of bias.		
Identify the **genre** of at least **2** texts of your choice**.**	The learner is able to categorise texts according to simple genre types		
Identify the **key features or conventions** of at least **2** of the designated texts or others of your choice**.**	The learner is able to identify key obvious features in designated texts		
Using a range of reading strategies including	The learner is able to **skim** through texts to get the gist as a pre		

skimming and **reading closely for more detail, extract the main facts, ideas and opinions from**: • A media article • A fictional text or extract thereof (e.g. novel, poem, short story, comic, story board, script, diary, etc. • An information pamphlet • Another text of your choice	reading activity or to confirm meaning after a text has been 'read'. Under direction, the learner is able to piece together the meaning of a text by **reading closely**. Under direction, the learner is able to **extract the main facts** from designated texts. Under direction, the learner is able to **extract ideas** from designated texts. Under direction, the learner is able to **extract opinions** from designated texts		
Scan a text e.g. a timetable, a sports league table, a menu or other similar text to locate **2/3** pieces of specific information **Scan reference material** e.g. a dictionary, index, phone book, catalogue etc. to locate specific information.	The learner is able to **scan** through a text to locate easily identifiable information. The learner is able to **scan** through appropriate **reference material** and is able to locate specific and readily identifiable information.		

Learners will be able to:	Assessment Criteria	✓ If present in portfolio	Please indicate where evidence is to be found
Writing Learning Outcomes: 2.1, 2.2, 2.3	**The following assessment criteria should be used to ascertain that the pieces of work meet the requirements of the module.**		
The learner will produce at least **7 pieces of written material** for the Collection of Work	The material is hand written or typed and is the work of the learner. Where applicable, earlier drafts accompany the final version to show evidence of drafting, proofing etc.		
A set of **simple instructions**	**Simple instructions** should have a minimum of 4 steps in a logical sequence. The words used should be appropriate to the audience. Attention to punctuation, tense, common spellings, sentence structure etc. is evident.		
A **Personal letter**	**Personal letter** of at least 3 paragraphs with address, date and appropriate salutation. The words used should be appropriate to the audience. Attention to grammar, common spellings, punctuation, tense etc. is evident.		
A **Formal letter**	**Formal letter** should be at least 3 paragraphs with address, date and appropriate salutation. The words used should be appropriate to the audience. Attention to spelling (as close to 100% accuracy as possible), sequencing, grammar, punctuation, tense, sentence structure etc. Is evident.		
The message	**The message** should be at least 10 words in length. The words		

	used should be appropriate to the audience.		
A Piece of **Expressive writing**	**Expressive writing** should be of sufficient length to convey the meaning.		
The learning journal	**The learning journal** should be at least 120 words in length. (If the learner chooses to write a number of short reflective pieces, the combined word count should be at least 120 words). The piece should be about the experience of learning and the learner's reflection on this. The journal should include, for example, goals set by the learner in relation to improving spelling, punctuation, reading strategies, listening and speaking, comprehension etc.		
Mind map/spidergram/study note	**Mind map/spidergram/study note.** The mind map/spidergram should follow the relevant convention. If used, the study note should be at least 30 words in length and it should paraphrase the learning point/s.		

Electronic and social networking technologies (a) Interact with others, in a real life **OR** in a simulated situation, through the use of at least one form of a current **electronic technology** e.g. sending a text or email. **and** (b) Interact with others, in real life **OR** in a simulated situation, though the use of at least one **social networking technology** e.g. Twitter, Facebook, Fakebook, special interest sites etc. (c) Show awareness of the benefits and risks of electronic and social networking technologies giving at least **2** benefits and **2** risks of the technologies.	a) a clear step by step practical demonstration **OR** a written account of how to use electronic technology using words and images. b) a clear step by step demonstration **OR** written account of how to use social networking using words and images. c) the learner must demonstrate knowledge of at least two risks and at least two benefits of electronic and social networking technologies. (this could be written up or could form part of a discussion under interpersonal communication.)		

Learners will be able to:	Assessment Criteria	✔ **If present in portfolio**	**Please indicate where evidence is to be found**
Interpersonal Communications Learning Outcomes: 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7	**The following assessment criteria should be used to ascertain that the pieces of work meet the requirements of the module.**		
1. The learner must demonstrate that s/he can **recognise and interpret** at least **2** of each of the following: **traffic/road signs, hazard signs, care labels.**	Evidence that the learner has demonstrated the **ability to identify and explain the meaning** of at least two of each of the following: traffic/road signs, hazard signs, care labels.		
2. (a) Use **2 visual aids** to convey particular messages (b) Use **non verbal signals** to convey **2 messages.**	**Visual aids and non verbal communication** The visual aids must convey simple messages and the message must be easily understood The non verbal messages must be clear and easily understood		
Effective speaking and listening 3. (a) Give **3 examples** of effective speaking and listening and identify the factors that make communication effective in each case. The examples must range over both personal and public life. Give one example from an everyday personal context and ensure that the other two examples cover everyday public contexts. The public contexts may include personal health care, working life, financial transactions etc	a) The learner has to present 3 examples of effective speaking and listening. One of the examples refers to a personal context. The remaining examples refer to public contexts. The learner is able to identify the factors that make communication effective in each case.		

(b) Identify and give examples of the impact of at least 4 of the following on effective communication: • Body language • Purpose of the conversation • Sate of mind/mood of the participants • Social status of the participants • Formal or informal context • Relationship of participants • Physical context • Speech and language	b) The learner must show understanding of the impact of at least four of the following on effective communication: social, physical, relational, mood/state of mind, purpose, speech and status.		
(c) Ask questions in a formal context and in an informal context and show evidence of checking for meaning, seeking clarification and confirming interpretations as part of effective interpersonal communications.	(c) The learner is able to ask questions in formal and informal contexts. The learner asks questions in order to learn, to check interpretations, to distinguish fact from opinion. He or she should show evidence checking for meaning, seeking clarification and confirming interpretations.		
4. The learner should show evidence that s/he can: (a) initiate conversation and ask questions to obtain information (1) on the phone **and** (2) face to face in a **formal** context (b) Initiate conversation and ask questions to obtain information (1) on the phone **and** (2) face to face in an **informal** context.	4. The learner can initiate conversation to obtain information on the telephone and face to face in formal and informal contexts. The language, tone and clarity of the questions are appropriate for the purpose.		

5. The learner should engage in face to face **or** telephone conversations where s/he expresses personal opinions, feeling, facts and disagreements.	5. The learner is able to expresses personal opinions, feelings, disagreement on the phone or face to face appropriately in terms of language, tone, clarity of viewpoint, respectfully etc.		
6. Participate in group discussions to cover all of the following: (a) telling a story or anecdote (b) express observations and opinions on an arts or media related issue (c) give feedback on a local event (d) give instructions in response to a query.	6. The learner should during **group discussions**, make every effort to listen actively, use appropriate vocabulary and show awareness of other factors effecting interpersonal communication.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature:	_____	Date: _____

Assessor's Signature:	_____	Date:_____

External Authenticator's Signature:	_____	Date: _____