



Basic Communication PRE012110
This course is preparatory to TQA levels: 12 size value.

THE COURSE DOCUMENT

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RATIONALE

This course is part of a suite of courses designed to provide basic skills to high needs students, many of whom have a learning difficulty.

The course has a whole-of-life approach and aims to offer better outcomes in all aspects of students' lives and to assist people with disabilities to access achievable pathways to further training and or employment outcomes.

Some students may need this full suite of courses for study in both their years 11 and 12, some may need it for only part of their course load, and some may need some for year 11 before moving into other programs for Year 12.

PATHWAYS

This course provides very basic communication skills and is preparatory to TQA level 1 and 2 courses in Literacy and in English.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level preliminary to TQA levels. It has a size value of 12.

COURSE DESCRIPTION

This course provides students with opportunities to develop their communication skills in a range of learning situations using a range of technologies or strategies as the individual may require. The Basic Communication learning area provides students with a variety of experiences to participate in and enhance their independence through the development of effective communication and literacy skills. This course is specifically designed for learners who require flexible and individualised programs. The skills, knowledge and understandings offered in this course will enable students to move toward greater autonomy and independence.

This course is designed to assist students to develop some knowledge and skills to manage their communication with others, attend to others, express themselves through basic written language and or the use of signs/symbols such as *compic*, engage with and respond to a range of media.

The learning will take place in highly familiar contexts, using concrete and immediate examples, very restricted range of contexts and limited and highly familiar vocabulary. Tasks will involve a limited number of familiar processes.

LEARNING OUTCOMES

Through the study of this course students will be able to:

- communicate in familiar situations
 - recognise a limited range of words and symbols
 - convey some ideas, messages, feelings
 - develop a range of strategies to assist with communication
 - participate in a variety of media and contexts.
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COURSE CONTENT

This course is divided into **five (5) units**.

Skill in all five units is required though the time spent on particular units will be influenced by the needs of the individual learner.

UNIT 1: Effective communication

- exchange of information
- attention to message giver
- appropriate responses
- expression of needs and preferences
- social routines
- technology and aids
- greetings and farewells
- messages

- questions and answers
- use of the telephone
- giving basic directions
- expressing basic emotions of pleasure, disagreement
- basic conversation
- sign language or use of Makaton
- appropriate and inappropriate language.

UNIT 2: Interacts with others (face-to-face)

- auditory cues and signals
- gestures and facial expression
- attending for meaning
- clarification when needed
- appropriate responses
- posture and body language
- personal space.

UNIT 3: Essential words, symbols, signs, messages, sound

- copies symbols, pictures, letters or words
- recognition of personally relevant photographs, symbols and words
- basic letter and word identification strategies
- textual cues
- familiar words and phrases
- safety signs and symbols.

UNIT 4: Expressive communication

- making letters and words
- comprehends the purpose of writing
- uses symbols to express ideas – such as compic
- writes and transfers specific information using standards formats such as filling in forms
- develops simple sentences
- constructs messages to convey meaning.

UNIT 5: Materials and media

- recognition of familiar images, sound
- constructs meaning from images such as advertising material
- constructs messages and ideas from film, video, music
- utilises a range of media for interest and pleasure.

ASSESSMENT

Assessment in this course is performance based, measuring student achievement in skills and knowledge against a performance standard. For this course two ratings are available: '*pass standard*' or '*not yet passed standard*'. Assessment may be made at any point in the program.

Each criterion in this course is described by performance indicators. In judging whether a student has achieved a 'pass standard' an assessor will be guided by these indicators but final assessment will be an holistic, on-balance judgement based on validated evidence.

Assessment methodologies may include – but are not limited to – written, electronic and oral presentations/discussions, direct assessor observations of learners' skills and written and/or practical testing.

Assessment instruments/tools need *not* be restricted to any single criterion. An assessment instrument may assess more than one criterion at a time.

Learners who are assessed with a 'not yet passed standard' are provided with further opportunities to demonstrate competency within the scope of the course's design time and TQA reporting requirements.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the TQA.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure that there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

Processes – The TQA will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications the Authority issues. This will involve checking:

- student attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of student work that demonstrate the use of the marking guide
 - samples of current student's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present students.

It will be scheduled by the TQA using a risk-based approach.

CRITERIA

The assessment for this course will determine whether the student can:

- 1 Communicate effectively in everyday social situations
- 2 Attend to others and respond appropriately
- 3 Recognise and understands essential symbols, words and phrases
- 4 Engage with and respond to a range of materials/media.

STANDARDS

Criterion 1 Communicate effectively in everyday social situations

Performance indicators

A learner can:

- Greet and farewell people in a way that supports the relationship
- Converse with peers and take turns in conversation
- Convey simple messages about familiar topics
- Express point of view in a way that is acceptable to others
- Express ideas and personal experiences
- Use a range of strategies to express meaning
- Use basic technology to facilitate communication.

Criterion 2 Attend to others and respond appropriately

Performance indicators

A learner can:

- Recognise and respond to cues and signals (eg sirens, bells, telephone ringing) – lights, signs
- Pay attention to another speaker
- Respond appropriately to gestures and body language of a speaker (eg, stop talking if the speaker moves away)
- Carry out tasks that accurately interpret directions from a speaker (eg, when directed, to sit in a particular chair).

Criterion 3 Recognise and understand essential symbols, words and phrases

Performance indicators

A learner can:

- Recognise the orientation of words on a page – from left to right and top to bottom
- Uses a variety of strategies to gain and convey meaning using text
- Demonstrate knowledge and understanding of symbols (eg those for dollars, danger, full stop, no entry)

- Recognise personally relevant symbols and words
- Locate essential information from a given limited range of sources.

Criterion 4 Engage with and respond to materials/media

Performance indicators

A learner can:

- Identify different forms of media and their use
- Select media for personal interest
- Respond to a small sample of media in a way which demonstrates a basic understanding of the message (knowledge or emotion).

QUALIFICATIONS AVAILABLE

Basic Communication (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

AWARD REQUIREMENTS

Satisfactory Achievement:

4 Pass ratings

Preliminary Achievement:

3 Pass ratings

RELATIONSHIP OF QUALIFICATIONS TO TQA CERTIFICATES

Tasmanian Certificate of Education: The qualifications available have a level of complexity preliminary to that of TQA level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

Qualifications Certificate: The qualifications available can be listed on the Qualifications Certificate issued by the TQA.

COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

COURSE DEVELOPER

The TQA acknowledges the leadership role undertaken by the Tasmanian Polytechnic in the development of this course.

ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

VERSION HISTORY

Version 1 - Accreditation on 2 Dec 2009.