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Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

The Cork Education and Training Board

Programme Module Descriptor for

Developing Communication Skills

leading to

Level 3 FETAC Component: Communications 3N0880

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

- This programme module is part of an overall programme called ***the Level 3 Certificate in General Learning*** which leads to the **Level 3 FETAC Certificate in General Learning 3M0874**
- Developing Communication Skills is a compulsory programme module for Learners wishing to achieve the Level 3 FETAC Certificate in General Learning
- Upon successful completion of this programme module a Learner will achieve 10 credits towards the Level 3 FETAC Certificate in General Learning
- A Learner needs to achieve a minimum of 60 credits to achieve the Level 3 FETAC Certificate in General Learning
- Teachers/Tutors should familiarise themselves with the information contained in The Cork Education and Training Board's programme descriptor for Learning for Everyday Living prior to delivering this programme module
- In delivering this programme module Teachers/Tutors will deliver class content in line with the Indicative Content included in this programme module
- In assessing Learners, Teachers/Tutors will assess according to the information included in this programme module
- Where overlap is identified between the content of this programme module and one or more other programme module(s), Teachers/Tutors are encouraged by The Cork Education and Training Board to integrate the delivery of this content
- Where there is an opportunity to facilitate Learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, Teachers/Tutors are encouraged by The Cork Education and Training Board to integrate assessment.

Programme Module	Award
Title of Programme Module Developing Communication Skills	Component Name and Code Level 3 Communications 3N0880
Duration in Hours of Programme Module 100 Hours	Award Type Minor
Status of Programme Module Compulsory	Credit Value 10 credits
Special Requirements None	
<p>Aims and Objectives of the Programme Module</p> <p>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.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To engender in a 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 	
<p>Learning Outcomes of Level 3 Communications 3N0880</p> <p>Learners will be able to:</p> <p>Reading</p> <p>1.1 Outline a limited range of reading techniques to include scanning, skimming</p> <p>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</p> <p>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</p> <p>1.4 Extract the main facts, ideas and opinions from simple written material, to include media articles, information pamphlets, fiction.</p> <p>Writing</p> <p>2.1 Use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence</p> <p>2.2 Write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps</p> <p>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.</p> <p>Interpersonal Communications</p> <p>3.1 Interpret common signs, symbols and non-verbal messages to include traffic and road signs,</p>	

- 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.

Indicative Content and Programme Outcomes

Introduction to Communications

- Explore with the Learner the types of communication they engage in on a daily basis, for example:
 - reading newspapers, magazines or books, notices, posters, advertising
 - talking to family and friends face to face or on the telephone
 - listening to radio
 - watching television
 - writing letters, completing applications
 - making complaints
 - using social networking technology and using ICT
- Consider with the Learners the usefulness of improving their communication skills

Reading

Different types of written and visual material hold information in different places, in different formats and have different depths and breadths of coverage. By having an understanding of different reading skills along with the layout or format of the written or visual material it is possible to extract useful information much more efficiently and effectively. Knowing what you need to know is key to reading appropriately. The Learner will need to establish for each type of written or visual material which is the most appropriate reading skill to use in order to extract the appropriate information.

- Explore the different types of reading material the Learner encounters on a regular basis, for example:
 - Newspapers, Magazines, Books
 - Payslips
 - Notices, Posters, Advertisements
 - Application forms
 - Emails, Phone texts, Websites
 - Letters
- Review the different reading materials identified to class them according to work-related, personally relevant, socially relevant and community related
- Identify different genres of reading material, for example, poetry, fiction, biographies, “chick-lit”
- Discuss with the Learner the reading material s/he would consider entertaining and why
- Identify what material the Learner would use if s/he was trying to learn something, for example, a dictionary, a thesaurus, a website, a diagram, a map
- Consider the key features of reading materials, for example,
 - Newspapers will include headlines and articles

- Magazines will include cover features, headlines, articles
- Books may include the title, chapters, information about the author
- Payslips may include personal information, deductions, gross pay amount, net pay amount
- Notices may include warning, information, renewal reminder, final reminder, action to be taken
- Posters or advertisements may include information about the event or product, details such as location, cost, benefits
- Application forms may include instructions for completing the application, space to fill in personal information, details about what to do with the completed application form
- Emails may include sender's name and e-mail address, information about the subject of the email, content
- Phone texts may include abbreviated texting language, greetings
- Letters may include formal or informal layout, greeting, signing off
- Websites may include header/banner/website name, graphics, links/tabs
- Explore the different reading techniques used to locate specific information in the written or visual material encountered by the Learner, to include:
 - Skimming to acquire only the shallowest of information
 - Scanning to acquire a more moderate level of information
 - Speed reading to identify and understand key words and concepts from the text
 - Studying the text to acquire a detailed knowledge
 - Highlighting, underlining or annotating key points or important information
- Facilitate the Learner to apply these reading techniques (scanning, skimming and reading for more detailed understanding) to relevant reading material, to include:
 - Work-related texts, for example, websites, letters, payslip, diagrams, memo, contract
 - Personal material, for example, fiction or non-fiction books or e-books, poems and song lyrics, websites, text messages, letters, financial document such a bank statement
 - Socially relevant texts, for example, magazines articles, newspaper article on current affairs issue
 - Community life based texts, for example, posters, pamphlets, advertisements, timetables, maps, visual social signs such as assembly point, exit(green man), slippery surface, telephone directory
- Having applied the reading techniques, locate specific facts, ideas and opinions from the reading material
- Examine written material for bias where the writer of the text has a tendency or preference towards a particular perspective or ideology and therefore the reader of the text is not presented with all the facts and information impartially

Writing

- Explore the different occasions or situations for which a Learner will need to use different writing approaches, for example:
 - Writing a note or message, for example, a note for school, a phone message, a note for a work colleague
 - Taking notes or identifying key points for work or learning purposes, for example, noting key points from work-related reports, academic books or articles and websites
 - Completing application forms, for example, passport application, job application or competitions
 - Placing an advertisement in, for example, a supermarket, newspaper or website
 - Personal correspondence, for example, writing and sending cards and letters for specific occasions
 - Formal correspondence, for example, a letter of complaint, a cover letter for a job application, an acceptance or resignation letter
 - Lists, for example, shopping lists, lists of children's activities for the week or to do list
 - Instructions or directions, for example, directions to your home or other location,

- instructions for the babysitter or home help
 - Emails
 - phone texts
 - creative writing, for example, stories or poetry
 - social networking and ICT, for example, Facebook, Twitter
- Explore different writing techniques and skills that will be developed by the Learner, to include:
 - Drafting written documents and other text formats as an initial, first or preliminary form of what the finished document will be. This document will then be subject to revision, editing and copying
 - Proof reading written material produced by the Learner in order to ensure that the message is clear, the structure and layout is correct and that ultimately the message is clear, legible and comprehensible to the reader
 - Ensuring correct spelling, punctuation and tense of all text
 - Structuring sentences so that the meaning is clear, concise and unambiguous
- Apply these writing techniques specifically to the following range of documents:
 - A set of simple instructions, for example, how to bake a simple cake, how to find a specific location, how to use an appliance, other personally relevant instructions
 - A personal correspondence, for example, an invitation to a family celebration, a letter of sympathy, a personal letter
 - A formal correspondence, for example, a letter of complaint, a request for information, a letter to accompany a job application
- Facilitate the Learner to write pieces of text that may develop additional writing skills and will support learning while allowing the learner to include elements of his/her personality, to include the following:
 - Message taking to allow the Learner be clear and concise in what information needs to be conveyed, for example, a telephone message taken either from a person on a phone or retrieving it from an answering machine
 - Note taking to allow the Learner to record key information for future reference, for example, taking notes in a class, taking notes of the key points of interest while watching a programme
 - Expressive writing to allow the Learner to express personal feelings, attitudes or opinions, for example, writing short stories, poetry, song lyrics, designing a poster
 - Reflective writing to allow the Learner consider the learning, emotional or personal journey s/he is on , for example, a diary, memoirs, learning journal
 - Mind map to arrange the thoughts, ideas and opinions expressed by the Learner during a brain storming session
- Explore with the Learner what electronic and social networking technologies they use, or would like to use, to interact with others, for example:
 - Texting
 - Websites, for example, purchasing flights on-line, bidding on items on websites like eBay, renewing insurance on-line, on-line banking, paying motor tax on line, claiming end-of-year medical and other expenses at revenue.ie
 - Emailing
 - Social networking, for example, Facebook, Bebo, my Space, Twitter
- Facilitate the Learner to use a sample of these technologies to interact with others, giving due consideration to the benefits and risks of the technologies:

Text messaging

Benefits, for example

- silent, instant communication between two people
- it's relatively inexpensive and sometimes free from certain phone operators
- it's quick and easy to make contact or stay

Risks, for example

- addiction to it
- impatience when immediate response not received
- it can become distracting at work or while driving

- in touch with friends and family
- can be used to promote a service or a business for example notification of a sale or special discount
- photos and other attachments can be sent in a text message
- can be used to quickly remind people of meeting or other arrangements
- quicker and less disruptive than a phone message, particularly in the workplace

Social networking

Benefits, for example

- it's free
- it's easy to make contact with friends
- meet new people
- promote yourself, a service or a business
- take on a new persona
- overcome shyness or timidity
- get feedback from others
- share points of view
- stay in touch from anywhere in the world
- be part of an on-line community

Websites

Benefits, for example

- access to lots of information
- it's easy to make contact with friends
- can promote oneself, a service or a business
- can take on a new persona
- overcome shyness or timidity
- get feedback from others
- share points of view
- stay in touch from anywhere in the world
- be part of an on-line community

emailing

Benefits, for example,

- message delivered instantly or almost instantly
- can transfer documents, images and other attachments to any email address worldwide
- it is free once you have access to the internet
- you have a record of what you sent and received

- personal information/photos or messages can be forwarded without your knowledge
- message can be mis-interpreted or cause upset out of context
- Lack of detail may lead to confusion
- Continuous texting can be expensive

Risks, for example,

- addiction to it
- lack of anonymity
- it can become time consuming
- personal information may be sold to spammers
- the true identify of a person you engage with may not be known
- on-line predators may take advantage of users
- invasion of privacy

Risks, for example

- difficult to work out which information is correct and which is false
- it can be time consuming trying to find the required information
- personal information may be sold to spammers
- on-line predators may take advantage of users
- invasion of privacy

Risks, for example,

- can be somewhat anti-social as people in a work/school/college situation will often email to the person next to them rather than talking to them
- tone and context of email content can be misinterpreted and may cause unintentional offence
- Information overload
- Spam and phishing emails

Interpersonal Communications

- Explore and interpret the common signs, symbols and non-verbal messages the Learner

encounters on a regular basis, to include:

- Hazard Symbols:



- Fire Safety Signs:



- Care Labels on textiles:



- Road signs:



- Traffic signs:



- Facilitate the Learner to use non-verbal and visual aids to convey messages of interest to the Learner, for example, to advertise something or to communicate something through dance or mime
- Identify with the Learner the key factors affecting interpersonal communication, to include:
 - Effective listening – hearing the whole message, understanding the message and tone, hearing the unsaid message
 - Effective speaking – using language that will be understood by the target audience and is appropriate in the given context
 - Using appropriate body language, for example, eye contact, facial expressions, hand gestures, physical presence
 - Knowing the audience and purpose of communication, for example, job interview, chat with best friend, getting passport application signed in the Garda station or consultation with health professional
 - Using one’s personal mood or state of mind to add further meaning to the communication, for example, being sad at a funeral, being worried when speaking with a health professional, being happy at a party
 - Recognising the status of the person who is being communicated with and their relationship with the other person, for example, a boss, a colleague, a friend, a child, a family member
- Facilitate the Learner to demonstrate an ability to initiate, conduct and conclude a conversation and actively listen to another person, in a range of different circumstances, to include:

- A face to face conversation, for example with a friend or a colleague
- A telephone conversation, for example, to seek information or clarification or to make an appointment
- A situation where small talk is used, for example, an open day at a venue or while queuing
- Expressing a personal opinion or feeling, for example, at a meeting or in discussion with friends
- Expressing disagreement, for example, at a meeting or in the work place
- Stating facts
- Using an ice breaker, for example, when joining a group of people for the first time
- Facilitate the Learner to participate in a small group discussion. The Learner should contribute to the discussion by:
 - Telling a short story or anecdote of interest to the Learner and the rest of the group using appropriate vocabulary
 - Expressing observations and opinions on an arts or media related issue
 - Giving feedback on a local event
 - Outlining the procedures that should be followed in answer to a procedural enquiry by one of the other group members
 - Expressing concern over something that is personally relevant and which the Learner has experience of
- Discuss with the learner when it is useful to use questioning to acquire information or seek clarification
- Facilitate the Learner to use questioning in a range of formal and informal situations, to include:
 - Questioning to learn something, for example, in a class room setting to seek clarification on something that is being discussed or taught
 - Questioning to get facts, for example, what time does the train leave, where is the meeting being held, how do I use this camera, who can I speak to about returning this item
 - Questioning to infer meaning, for example, while out shopping for a product, questioning about the different brands available and features of the different brands so that one can draw conclusions on which one to buy
 - Questioning for interpretation, for example, in a work situation to find out how a colleague has interpreted a piece of text or instruction or document
 - Questioning to ascertain what is fact and what is fiction, for example, when someone is being economical with the truth or to find out where someone was when they were late to an appointment
- Explore with the Learner the vocabulary needed for use in a range of public contexts to include:
 - Personal health care, for example, vocabulary for body parts and medical terminology that is commonly used
 - Working life, for example, work-related terminology, health and safety information, greeting and addressing colleagues
 - Financial transactions, for example, credit, debit, interest rates
- Facilitate the Learner to use appropriate vocabulary in these public contexts through role play or other means

The Assessor is required to devise assessment briefs for the Collection of Work. In devising the assessment briefs, care should be taken to ensure that the Learner is given the opportunity to show evidence of achievement ALL learning outcomes.

Mapping Each Learning Outcomes to an Assessment Technique

Learning Outcome	Assessment Technique
Reading	Collection of Work
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	Collection of Work
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	Collection of Work
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.

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Specific Information Relating to the Assessment Techniques - Communications 3N0880

The Assessor is required to devise assessment briefs for the Collection of Work. In devising the assessment briefs, care should be taken to ensure that the Learner is given the opportunity to show evidence of achievement of ALL learning outcomes.

Collection of Work	100%
The collection of work may be produced throughout the duration of this programme module	
<p>Reading</p> <p>The Learner will compile a collection of work that demonstrates that s/he has:</p> <ul style="list-style-type: none"> • Read a minimum of 10 different types of texts or written material, to include: <ul style="list-style-type: none"> ○ Personally relevant texts, for example, fiction or non-fiction books, websites, text messages, financial documents such a bank statement, poem or song lyrics, care labels ○ Work related texts, for example, letters, memo, contract, reference, payslip, websites, text messages, instructions or directions ○ Socially relevant texts, for example, newspaper article, magazine article ○ Community life based texts, for example, telephone directory, catalogue, brochures, timetable, posters, advertisements, map, pamphlets <p>In reading these texts the Learner should demonstrate the following reading techniques:</p> <ul style="list-style-type: none"> ○ scanning ○ skimming ○ reading for more detailed understanding <p>In reading these texts the Learner should also demonstrate an ability to:</p> <ul style="list-style-type: none"> ○ locate specific information in reference materials and short pieces of text ○ extract the main facts, ideas and opinions from simple written material, to include, media articles, information pamphlets and fictional text ○ identify bias in texts ○ identify the key features of different pieces of reading material ○ differentiate between different genre of texts ○ identify which texts would be read for learning and which for entertainment <p>Writing</p> <p>The Learner will compile a collection of work that demonstrates that s/he has:</p> <ul style="list-style-type: none"> • Produced a minimum of 8 pieces of written material, to include: <ul style="list-style-type: none"> ○ a set of simple instructions ○ personal correspondence ○ formal correspondence ○ writing a note ○ taking a message ○ piece of expressive writing ○ piece of reflective writing ○ mind map <p>In writing the set of simple instructions, the personal correspondence and the formal correspondence, the Learner should demonstrate evidence of:</p> <ul style="list-style-type: none"> ○ drafting 	

- proof reading
- correct spelling
- correct sentence structure

- Produced evidence of using a minimum of 3 different electronic and social networking technologies, for example, a contribution to an on-line discussion forum, an email, a text

In using these technologies the Learner should show evidence of taking appropriate consideration of the benefits and risks of such technologies

Interpersonal Communications

The Learner will compile a collection of work that demonstrates that s/he has:

- Identified a range of common signs, symbols and non-verbal messages
- Produced a minimum of 3 different visual pieces, signs or symbols, to convey different messages, for example, a poster, an advertisement, a PowerPoint presentation
- Used questioning for a range of formal and informal purposes, to include:
 - Questioning to learn something
 - Questioning to get facts
 - Questioning to infer
 - Questioning for interpretation
 - Questioning to ascertain what is fact and what is fiction
- Participated in a group discussion by:
 - Telling a short story or anecdote
 - Expressing observations and opinions on an arts or media related issue
 - Giving feedback on a local event
 - Outlining the procedures that should be followed in answer to a procedural enquiry
 - Expressing concern over something that is personally relevant

In completing these tasks the Learner will demonstrate that s/he can:

- identify the key factors affecting interpersonal communication
- initiate a conversation in a face to face situation
- initiate a conversation on the telephone
- use small talk and an ice breaker where appropriate
- express disagreement
- express a personal opinion or feeling
- state facts

The Learner will also use appropriate vocabulary in a range of public contexts, to include:

- personal health care
- working life
- financial transactions

The collection of work may include work sheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence

All instructions for the Learner should be clearly outlined in an assessment brief.

Communications 3N0880	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

Learning Outcome Learners will be able to:	Assessment Criteria Evidence of the following is included in the assessment portfolio:	Evidence Please indicate where evidence is to be found
Reading		
1.1 Outline a limited range of reading techniques to include scanning, skimming	<ul style="list-style-type: none"> • Identify the different reading techniques used for different written material to include: <ul style="list-style-type: none"> ○ Skimming ○ Scanning ○ Reading for more understanding 	
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	<ul style="list-style-type: none"> • Read work related texts • Read personal texts • Read socially relevant texts • Read community life based texts • Identify the key features of different reading materials • Identify bias in texts • Differentiate between different genre of texts • Identify the uses of different reading material in different learning contexts • Identify the texts read for entertainment purposes 	
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	<ul style="list-style-type: none"> • Demonstrate effective methods of reading • Locate information in reference material and short texts • Demonstrate different reading techniques including: <ul style="list-style-type: none"> ○ scanning ○ skimming ○ reading for more detailed understanding 	
1.4 Extract the main facts, ideas and opinions from simple written material, to	<ul style="list-style-type: none"> • Extract information from media articles • Extract information from information pamphlets 	

include media articles, information pamphlets, fiction	<ul style="list-style-type: none"> • Extract information from fictional text 	
Writing		
2.1 Use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence	<ul style="list-style-type: none"> • Write simple instructions • Write personal correspondence • Write formal correspondence • In writing these, demonstrate the following: <ul style="list-style-type: none"> ○ Drafting ○ Proof reading ○ Correct spelling ○ Structuring sentences 	
2.2 Write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps	<ul style="list-style-type: none"> • Produce a range of written material including: <ul style="list-style-type: none"> ○ Note ○ Message ○ Expressive writing ○ Reflective writing ○ Mind Map 	
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	<ul style="list-style-type: none"> • Use a minimum of three electronic and social networking technologies • Identify the benefits and risks of using electronic and social networking technologies 	
Interpersonal Communications		
3.1 Interpret common signs, symbols and non-verbal messages to include traffic and road signs, hazard signs, care labels	<ul style="list-style-type: none"> • Interpret common signs, symbols and non-verbal messages including: <ul style="list-style-type: none"> ○ Traffic signals ○ 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,	<ul style="list-style-type: none"> • Identify the key factors affecting interpersonal communication to include: <ul style="list-style-type: none"> ○ Effective listening ○ Effective speaking ○ body language 	

<p>mood/state of mind, purpose, speech, genre, status</p>	<ul style="list-style-type: none"> ○ social ○ physical ○ relational ○ mood/state of mind ○ purpose ○ speech ○ genre ○ status 	
<p>3.3 Use non-verbal signals and visual aids to convey different messages</p>	<ul style="list-style-type: none"> ● Produce and use a minimum of three non-verbal signals and visual aids to convey different messages 	
<p>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</p>	<ul style="list-style-type: none"> ● Initiate, conduct and conclude a conversation in a range of different circumstances to include active listening in : <ul style="list-style-type: none"> ○ Face to face conversation ○ Telephone conversation ○ Situation where small talk is used ○ Situation where using an ice-breaker is appropriate ○ Expressing a personal opinion or feeling ○ Expressing disagreement ○ Stating facts 	
<p>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</p>	<ul style="list-style-type: none"> ● Use verbal communication skills to clearly convey observations, event details, experience, feedback and procedures or instructions within a small group to include: <ul style="list-style-type: none"> ○ Telling a story or anecdote ○ Reporting on an arts or media related issue ○ Posing a query, seeking information or clarification ○ Reporting on a local event ○ Raising a discussion on an issue of personal concern 	
<p>3.6 Use questioning techniques for a range of formal or informal purposes, to include learning, and matters of fact, inference, interpretation and fiction</p>	<ul style="list-style-type: none"> ● Use questioning techniques for a range of formal and informal situations to include: <ul style="list-style-type: none"> ○ Learning ○ matters of fact ○ inference ○ Interpretation ○ Fiction 	

3.7 Use the vocabulary appropriate to a range of public contexts, to include personal health care, working life, financial transactions	<ul style="list-style-type: none">• Use vocabulary appropriate to a range of public contexts to include:<ul style="list-style-type: none">○ Personal health care○ Working life○ Financial transactions	
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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: _____

Cork Education and Training Board