



**B O A R D O F S T U D I E S**  
N E W S O U T H W A L E S

# **English**

## **Stage 6**

**Credit Transfer for TAFE/National  
Communications Skills Modules**

**Support Document**

**1999**

The Board of Studies owns the copyright on all support documents. Schools may reproduce this document in part or in full for bona fide or classroom purposes only.

Acknowledgement of the Board of Studies copyright must be included on any reproductions. Students may copy reasonable portions of the support document for the purpose of research or study. Any other use of this document must be referred to the Copyright Officer, ph (02) 9367 8111 or fax (02) 9279 1482.

© Board of Studies NSW  
Published by Board of studies NSW  
GPO Box 5300, Sydney NSW 2001  
Australia

Tel: (02) 9367 8111

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4472 3

99555

## Credit Transfer for TAFE/National Communication Skills Modules

This support document explains how Stage 6 English students can obtain credit transfer into TAFE or other vocational courses for National Communication Skills (NCS) modules through their work in Stage 6 English.

### What are National Communication Skills (NCS) Modules?

NCS modules are competency-based modules recognised by TAFE and other vocational providers that enable students to develop a range of workplace-relevant communication skills. They assist learners to demonstrate the requirements of Industry Training Packages. Most vocational courses in TAFE include one or more NCS modules. NCS modules are selected to suit the type of industry and level of qualification that a course targets. Although NCS modules describe generic skills, they are designed to be applied in a relevant workplace context.

### What is credit transfer?

Credit transfer is a process that enables students to take certification of work they complete in Stage 6 English into a TAFE course. If a student demonstrates the learning outcomes of a Communication module through their Stage 6 English course, they do not need to complete that module in TAFE.

### How can English teachers help students to gain credit transfer?

Teachers can maximise students opportunities to achieve the outcomes of the NCS modules in the ways they deliver English courses. To achieve credit transfer these outcomes need to be demonstrated in specific ways or contexts as detailed on pages 5–6 of this document. The following tables set out the requirements for credit transfer for particular NCS modules through the *English Stage 6 Syllabus* courses. A pro forma Principal's Statement is provided on page 4.

HSC English Course	NCS Module	HSC Transcript Performance	Principal's Statement required?	Specific Stage 6 English Module/ Elective required
English (Standard)	Workplace Communication	Band 3–6	No	No
	Writing Skills for Work	Band 3–6	No	No
	Presenting Information	Band 3–6	Yes	No
	Job Seeking Skills	Band 3–6	Yes	No
English (Advanced)	Workplace Communication	Band 3–6	No	No
	Writing Skills for Work	Band 3–6	Yes	No
	Presenting Information	Band 3–6	Yes	No
English (Extension)	Presenting Information	TBA	No	No
English (ESL)	Workplace Communication	Band 3–6	No	No
	Writing Skills for Work	Band 4–6	Yes	Module B, Elective 1: Living and Working in the Community
	Presenting Information	Band 4–6	Yes	Module B, Elective 2: English for Study
	Job Seeking Skills	Band 4–6	Yes	Module B, Elective 1: Living and Working in the Community

All Preliminary English courses including Fundamentals of English	A Principal's Statement that outcomes of these courses have been achieved in accordance with NCS module requirements could assist students to receive credit transfer with support of additional evidence.
---	--

**Principal's Statement of Satisfactory Completion of Credit Transfer Requirements for National Communication Skills Modules**

..... of .....  
 Student School (please affix school stamp)

During the following course of study in English Stage 6:

(please tick relevant box/es)

	Preliminary	HSC
English (Standard)		
English (Advanced)		
English (ESL)		
Module B, Elective 1: Living and Working in the Community		
Module B, Elective 2: English for Study		
English (Extension) 2		
Fundamentals of English		

this student has satisfied requirements for the following National Communication Modules:

- Workplace Communication**
- Writing Skills for Work**
- Presenting Information**
- Job Seeking Skills**

(please delete as appropriate)

in accordance with the requirements detailed in the Board of Studies publication *English Stage 6 Credit Transfer for TAFE/National Communications Skills Modules*.

...../...../.....  
 Date

.....  
 Principal

This statement is for students who wish to apply for credit transfer for one or more of the above listed NCS modules in a TAFE course. Students need to present this signed Principal's Statement AND their HSC Transcript to the TAFE Recognition Officer, when they enrol in TAFE. This statement could also assist students who have not completed the HSC English course to apply for Recognition for NCS modules supported by other evidence.

The following outcomes are taken from the National Communication Skills Modules. Students need to demonstrate achievement of these outcomes in addition to their HSC English course outcomes to achieve credit transfer.

### National Communication Skills Module: Workplace Communication

<p style="text-align: center;"><b>Learning Outcome 1</b></p> <p>Gather, record and convey simple and routine information</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• use appropriate social skills in personal interactions</li> <li>• ask questions clearly</li> <li>• use correct procedures to locate and store information</li> <li>• organise information clearly and accurately</li> <li>• use time efficiently</li> <li>• collect specified work-related information from:             <ul style="list-style-type: none"> <li>– another person</li> <li>– electronic mail eg voice mail, fax</li> <li>– documents</li> </ul> </li> <li>• organise the information into a logical order</li> <li>• fill in two workplace documents (eg work sheets, simple forms, job card) within the specified time</li> </ul>	<p style="text-align: center;"><b>Learning Outcome 2</b></p> <p>Give and follow simple, routine instructions</p> <p><b>Assessment Criteria</b></p> <p>So that in giving instructions the participant:</p> <ul style="list-style-type: none"> <li>• incorporates safe work practices in the instructions</li> <li>• gives accurate, clear and comprehensive instructions that are consistent with the skills of the receiver</li> <li>• chooses appropriate instruction methods</li> <li>• instructs another person in a task</li> </ul> <p>The tasks for giving and receiving instructions should:</p> <ul style="list-style-type: none"> <li>• involve eight to ten steps</li> <li>• give the participant the opportunity to ask questions</li> <li>• be completed within the specified time</li> </ul>
<p style="text-align: center;"><b>Learning Outcome 3</b></p> <p>Participate in small informal work groups</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• participate in the discussion</li> <li>• interact in a supportive, efficient and effective way</li> <li>• contribute constructively to the group goal</li> <li>• understand group decisions</li> </ul> <p>The work group should contain four to six members who have been given workplace related goal(s).</p> <p>The activities of the group should be designed so that the participants:</p> <ul style="list-style-type: none"> <li>• can identify what needs to be done</li> <li>• can be involved in deciding who should do the tasks</li> </ul>	<p style="text-align: center;"><b>Learning Outcome 4</b></p> <p>Deal with clients about simple, routine matters</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• use appropriate interpersonal skills to:             <ul style="list-style-type: none"> <li>– greet clients</li> <li>– find out what the client wants and take notes where necessary</li> <li>– refer the client to appropriate personnel where necessary</li> </ul> </li> <li>• take appropriate follow-up steps where necessary</li> <li>• use time efficiently</li> <li>• with clients face-to-face and on the telephone about a known simple work-related issue</li> <li>• use discretion and confidentiality if required</li> </ul>

### National Communication Skills Module: Writing Skills for Work

<p style="text-align: center;"><b>Learning Outcome 1</b></p> <p>Employ effective writing skills and strategies to write simple work-related documents</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• identify reader and purpose</li> <li>• take demands of context into account</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• include information appropriate to purpose</li> <li>• follow acceptable conventions of sentence and paragraph construction</li> <li>• use accepted forms of spelling and punctuation</li> <li>• use words, sentence forms, structure and style appropriate to reader and purpose</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• apply above principles</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• use accepted layout</li> <li>• follow accepted conventions of format to make document readable</li> </ul>	<p style="text-align: center;"><b>Additional information</b></p> <p>To provide participants with the communication knowledge, skills and attitudes to write simple work-related documents:</p> <ul style="list-style-type: none"> <li>• using information provided by a supervisor</li> <li>• reporting on something that has happened in the workplace</li> <li>• answering routine letters</li> <li>• requesting routine services             <ul style="list-style-type: none"> <li>– in order to produce a specific response the reader in a given context</li> <li>– in the form of a handwritten/typed/printed document</li> </ul> </li> </ul> <p>The module also provides writing skills for those people wanting to join the workplace</p>
--	--

## National Communication Skills Module: Presenting Information

<b>Learning Outcome 1</b>	<b>Learning Outcome 2</b>
<p>Prepare and present a document relevant to a specified task</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• state purpose</li> <li>• incorporate accurate information relevant to the reader, purpose and context</li> <li>• organise information clearly and logically</li> <li>• use language that is appropriate to the audience</li> <li>• use a format that is appropriate to the task</li> <li>• complete the task within the specified time</li> <li>• incorporate information from at least three sources</li> </ul> <p>Written formats for information presentation could include:</p> <ul style="list-style-type: none"> <li>• brief reports</li> <li>• memos</li> <li>• instructions for completing a complex task</li> </ul> <p>The participant will achieve the learning outcome by submitting an appropriate document incorporating suitable supporting material</p>	<p>Deliver a four to five minute oral presentation relevant to the task, based on the written document</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• incorporate accurate information</li> <li>• organise information clearly and logically</li> <li>• use language that is appropriate to the task</li> <li>• use structure and presentation relevant to the task, purpose, audience and context</li> <li>• deliver information according to conventions of verbal and non-verbal communication</li> <li>• deliver the presentation at the specified time</li> <li>• incorporate information from at least three sources</li> <li>• use at least three types of support material</li> </ul> <p>Participants may need access to an overhead projector, a whiteboard, video camera</p>

## National Communication Skills Module: Job Seeking Skills

<b>Learning Outcome 1</b>	<b>Learning Outcome 2</b>
<p>Gather and evaluate information on employment opportunities</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• collect information on employment opportunities from a variety of sources</li> <li>• evaluate the information taking into account: <ul style="list-style-type: none"> <li>– the participant's references, skills, aptitudes, qualifications and experience</li> <li>– conditions of employment</li> <li>– future employment opportunities</li> </ul> </li> <li>• make enquiries: <ul style="list-style-type: none"> <li>– clearly and concisely</li> <li>– with appropriate social skills</li> <li>– at the appropriate time</li> </ul> </li> </ul>	<p>Prepare and apply for a job (advertised or unsolicited)</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• choose suitable modes of contact</li> <li>• plan the approach</li> <li>• make timely and appropriate telephone contact using clear and concise language</li> <li>• describe what the job involves and what your role is in the organisation/enterprise</li> <li>• prepare résumé and supporting documentation which: <ul style="list-style-type: none"> <li>– uses format, content and presentation appropriate to the position</li> <li>– uses conventional language and spelling</li> <li>– relates the applicant's strengths to the apparent needs of the organisation</li> <li>– expresses interest in the organisation</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Learning Outcome 3</b></p> <p>Undertake a job interview as an interviewee</p> <p><b>Assessment Criteria</b></p> <p>Interview Preparation</p> <ul style="list-style-type: none"> <li>• have information on enterprise and position</li> <li>• clarify time and place for an interview</li> <li>• make sure personal presentation is appropriate for the position</li> <li>• work out probable questions and suitable answers</li> <li>• participate in an interview as the interviewee for the application in learning outcome 2</li> </ul> <p>The interview should be videotaped to allow analysis</p>	<p style="text-align: center;"><b>Learning Outcome 4</b></p> <p>Evaluate personal performance in the job application process</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• identify strengths and areas of improvement in the application and interview</li> <li>• propose strategies for improvement</li> </ul> <p>Participants need to discuss their application and interview with the teacher/trainer to enable them to analyse their performance</p>