

The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.



Module Descriptor

Communications

Level 4 G10001

October 1997

1	Title	Communications
2	Code	G10001
3	Level	4
4	Value	1 credit
5	Purpose	<p>This module has been developed to cater for a wide range of Level 4 participants in vocational education and training. It is designed to build on the learning outcomes in FETAC Communications module at Foundation Level and to further enhance communicative ability and confidence, so that learners will be able to communicate effectively in both professional and personal life.</p> <p>Course providers are encouraged to design programmes which are consistent with these learning outcomes and relevant to learners' needs and interests. Level 4 Communications may be offered as a stand-alone module or may be integrated with other Level 4 modules.</p> <p>Communications is recognised as a core and underpinning skill by employers. However the module should not be entirely vocational in thrust; there should be a strong emphasis on general education and personal development. The module should offer learners the opportunity to take part in such activities as role play, drama, video and audio production, the study of media, literature and creative writing.</p>
6	Preferred Entry Level	Level 3 Certificate, Junior Certificate or equivalent.
7	Special Requirements	None.

8 General Aims

Candidates who successfully complete this module will:

- 8.1 understand the processes of effective communication
- 8.2 explore the breadth of communicative forms
- 8.3 develop the skills and confidence necessary to convey and interpret meaning effectively, in writing, visually and verbally
- 8.4 develop interpersonal skills and qualities such as self-confidence, assertiveness, empathy and consideration
- 8.5 investigate the nature and influence of modern mass communications
- 8.6 appreciate some of the practical and theoretical aspects of communication technology
- 8.7 develop the ability to learn independently.

9 Units

Specific learning outcomes are grouped as seven units:

Unit 1	Learning to Learn
Unit 2	Non-verbal and Visual Communication
Unit 3	Personal Interaction
Unit 4	Reading
Unit 5	Writing
Unit 6	Media Awareness
Unit 7	Communications Technology

10 Specific Learning Outcomes

Unit 1 Learning to Learn

The learner should be able to:

- 1.1 identify and express personal learning goals
- 1.2 plan, apply and review the learning processes necessary for achieving personal learning goals
- 1.3 identify and practise ways of effective learning in a range of situations
e.g.
 - in a group

- self-directed, personal study
- one-to-one

Unit 2 Non-Verbal and Visual Communication

The learner should be able to:

- 2.1** demonstrate an awareness of non-verbal communication such as proximity, orientation, head nods, gesture, non-verbal aspects of speech, eye and body contact, posture, appearance, colour, facial expression, environment etc.
- 2.2** identify and critically analyse examples of non-verbal interpersonal communication
- 2.3** convey a message using non-verbal communication
- 2.4** prepare and use visual aids to communicate a message
- 2.5** interpret and evaluate images e.g. photos, diagrams, charts, maps, graphics, advertisements, pop videos, logos.

Unit 3 Personal Interaction

The learner should be able to:

- 3.1** recognise techniques and conditions for effective listening e.g. eye contact, requesting clarification, level of language, environmental factors
- 3.2** practise active listening using a number of skills e.g.
- clarification-seeking
 - note-taking
 - answering questions
 - summarising
 - paraphrasing
- 3.3** extract and interpret the main facts, ideas and opinions from a variety of aural sources in formal and informal situations
- 3.4** recognise differences between formal and informal language
- 3.5** initiate, maintain and conclude conversations in a range of various contexts e.g.
- with peers
 - one-to-one with person in a specific role such as teacher, doctor, solicitor, bank manager, shop keeper etc.
 - formal interview

- 3.6 participate in class/group discussions
- 3.7 plan and deliver an oral presentation.

Unit 4 Reading

The learner should be able to:

- 4.1 read with understanding and respond to a variety of texts e.g. literary, personal interest, social, technical, vocational
- 4.2 apply a range of reading approaches according to the nature and purpose of the text e.g.
- skimming
 - scanning
 - in-depth study/ concentrated/ close reading
 - light reading
 - identifying key points
 - extracting information
- 4.3 evaluate and comment on written material
- 4.4 apply the skills necessary for finding and recording specific information from reference sources
- 4.5 distinguish between fact, fiction and opinion.

Unit 5 Writing

The learner should be able to:

- 5.1 write clearly, confidently and expressively in a variety of different forms relating to creative, personal, social/community and vocational activities
- 5.2 deal effectively with the demands of writing for specific tasks or purposes e.g. forms, reports, letters, memos, minutes
- 5.3 show competence in punctuation, spelling and structure in accordance with purpose and audience
- 5.4 use drafting, editing and proof-reading skills.

Unit 6 Media Awareness

The learner should be able to:

- 6.1 recognise the distinct features and diverse forms of mass communications
- 6.2 recognise key media concepts such as genre, narrative and audience
- 6.3 critically evaluate a range of visual, spoken and written media texts
- 6.4 discuss media issues e.g. selection, regulation, ownership and control, access etc.

Unit 7 Communications Technology

The learner should be able to:

- 7.1 identify areas of personal, social and vocational life influenced by communication / information technology
- 7.2 describe different applications of technology to communications, e.g. computers, telephones, facsimile, video recorders, video games, the Internet, electronic fund transfer, data communications systems etc.
- 7.3 use at least one form of communication technology to exchange information with another user e.g. e-mail, answering machine
- 7.4 distinguish between communication *by* machine e.g. telephone, and communication *with* machines e.g. Bank Automated Teller Machines
- 7.5 outline the Data Protection Act in terms of rights, responsibilities, grievances and penalties.

11 Assessment

Summary **Portfolio of Coursework** **100%**

11.1 Technique **Portfolio of Coursework**

Mode Centre-based with FETAC moderation.

Weighting 100%

Components **A selection of work/pieces under the following headings:**

Learning to Learn

- Learning Journal – this should document the candidate’s experience of following *any current programme of study*. An extract from the journal covering a period of approximately one month, should be included in the Portfolio of Communications coursework. This should include:

- a *brief* account of *selected* activities
- a *personal* reflection on the experience.

An extract from a Learning Journal which the learner has kept as part of the requirements for other FETAC modules, or for other courses of study, may be presented, provided that this refers to a current learning experience.

The journal may be presented in written, audio or visual form, or a combination of these.

Non-verbal and Visual communication

- visual aids e.g. wallchart, signs and symbols, overheads, photographs
- OR*
- non-verbal presentation e.g. mime, dance of 3 - 5 minutes duration

Evidence of support studies should be provided

Personal Interaction

- Listening exercise - demonstrating the candidate’s ability to receive a message. The message may be based on a telephone call, radio programme, taped or live presentation etc.
- Informal conversation - which demonstrates the candidate’s ability to initiate, maintain and conclude a conversation in an informal setting e.g. one-to-one with tutor
- Formal interview - a simulated formal interview with an interviewer chosen by the centre. Evidence of the interview should be recorded on an audio or video tape.
- *OR*
Oral presentation - a short oral presentation (3 - 5 minutes) given by each candidate to a group of his/her peers. The presentation

to be based on a subject of interest to the candidate or a review of a book described in 10.3.3. The oral presentation should be recorded on audio or video tape.

N.B. all tapes must be included in the candidate's portfolio of work for assessment.

Reading

- Five pieces providing evidence of fluency in reading and understanding a range of shorter texts e.g. newspaper article with learner's comments, project work, following instructions, learning journal showing reading, passage with questions, play reading. Texts and responses should show proof of the range of reading outlined in Unit 4 and should include work from a reference source.
- A review of a book, to provide a personal response to general or recreational reading (e.g. novel, biography, travel, history). The review should include synopsis and comment.

Writing

- 2 letters:
 - a) personal letter - hand-written
 - b) formal letter - either typed/word processed or hand-written
- Short report (2 - 3 pages) - either typed/word processed or hand-written, based on research, in conventional report format
- A piece of personal expressive or creative writing (200 - 300 words) e.g. story, autobiography, a speech, opinion, series of poems
- Writing for specific purposes
 - a) 1 page CV word processed
 - b) 2 of the following: minutes, agenda, memos, instructions, directions, forms (at least 2). The forms chosen should be 2 - 3 pages in length e.g. driving licence/ passport/ medical card application

Evidence of drafting, proof-reading and editing should be provided.

Media Awareness

- Assignment exploring an aspect of the media. This could include a debate, production of a newspaper article, newsletter, poster, essay, advertisement, study of a particular medium, genre, local issue. The assignment may be based on class/group work, but candidates must produce separate evidence. The assignment may be presented in writing, visually or orally. Oral presentations should be recorded on audio or video tape, and included in the portfolio. Support studies should be provided.

Communications Technology

- Assignment, (300 - 350 words approximately), word processed, on topics such as Data Protection Act or impact of technology on personal life
- Use of technology e.g. fax, ATM, e-mail, answering machine. Copy of e-mail, fax, ATM slip or answering machine tape should be included in the portfolio.

12 Performance Criteria

12.1 Performance Criteria for Portfolio of Coursework

Pass	Merit	Distinction
<p>Learning Journal <i>records what the candidate has learned, shows some ability to organise self/work, and acceptance of comments and feedback</i></p>	<p><i>records both an individual response to learning experiences and outlines how they learn best, shows ability to organise self/work, to carry out independent review and seek advice about own performance</i></p>	<p><i>shows critical reflection on positive and negative learning experiences, shows ability to organise self/work in an appropriate manner, to carry out independent review, and seek, negotiate and act on advice about own performance</i></p>
<p>Non-Verbal or Visual communication <i>uses non-verbal communication, not always in an appropriate manner/context</i></p>	<p><i>uses non-verbal communication in an appropriate manner/context e.g. proximity, orientation, head nods, gesture, non-verbal aspects of speech, posture, appearance, facial expression, eye and body contact</i></p>	<p><i>successfully uses non-verbal communication in a totally appropriate manner/context, shows critical awareness with support material e.g. storyboard, showing planning and decision making process</i></p>
<p>Listening exercise <i>little preparation for effective listening, fair level of attention but easily distracted, few notes taken, poor attempt at clarifying, some facts extracted and related to another party</i></p>	<p><i>some preparation for effective listening, good level of attention with use of positive listening skills, some notes taken, some clarification and questions asked, fair attempt at summarisation and/or paraphrasing, some facts extracted and related to another party</i></p>	<p><i>well prepared for effective listening, high level of attention with good use of positive listening skills, full notes taken, clarification & appropriate questions asked, message is summarised and/or paraphrased, main facts extracted and related to another party</i></p>

<p>Informal conversation <i>initiates conversation with reluctance, but responds fairly easily, can maintain conversation with difficulty, uses formal and informal language but not always appropriately, expresses and defends opinions with hesitance, often abandons conversation with no conclusion</i></p>	<p><i>initiates conversation fairly easily, with greeting and small talk, maintains conversation with ease, using formal and informal language as appropriate, expresses and defends opinions, concludes conversation</i></p>	<p><i>initiates conversation with greeting and small talk, progresses into conversation which is maintained easily and fluently, using formal and informal language as appropriate, formulates, expresses and defends opinions with ease, concludes conversation</i></p>
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Pass	Merit	Distinction
<p>Formal interview <i>poorly prepared with limited knowledge of self, company, type of work; lacks confidence, answers questions with hesitance</i></p>	<p><i>well prepared with fair knowledge of self, company, type of work, questions to ask; seems confident, answers questions with good use of appropriate language, makes good attempt at concluding the interview</i></p>	<p><i>excellently prepared with good knowledge of self, company, type of work, questions to ask; projects good image with confident body language, answers and poses questions with fluent and appropriate language, concludes and departs well</i></p>
<p>Oral Presentation <i>planning adequate - selection of topic, introduction, main body, conclusion, not all evident</i> <i>presentation adequate - command of subject, delivery, approach to audience, tone, stance, gesture, all limited, loses interest</i></p>	<p><i>planning good - selection of topic, introduction, main body, conclusion, all present; presentation good - command of subject, delivery, approach to audience, tone, stance, gesture, all good but interest flags a little</i></p>	<p><i>planning excellent - interesting selection of topic, with introduction, main body, conclusion; presentation excellent - good command of subject, confident delivery, approach to audience, tone, stance, gesture, holds interest until end</i></p>
<p>Reading - evidence of different types of reading <i>the candidate should present a satisfactory variety of texts and show the ability to apply a range of reading approaches e.g. skimming, scanning, etc.</i></p>	<p><i>texts should cover a range of topics and styles. Responses will show a good understanding and competence in the skills listed in the SLOs</i></p>	<p><i>texts presented will include a wide range of topics and purpose. The candidate's work should demonstrate understanding and analysis and will handle well the skills described in the SLOs</i></p>
<p>Book review <i>the review should include a clear summary which shows awareness of key points, together with clearly expressed personal comments</i></p>	<p><i>the book chosen should be fairly demanding in length and content. Synopsis should include a number of relevant points and personal response would be specific and well explained</i></p>	<p><i>Candidate's work should be well structured and show understanding of a fairly complex book. Comment would show depth of analysis and response in detail to many aspects</i></p>
<p>Personal letter <i>conveys meaning; spelling, layout and hand writing satisfactory</i></p>	<p><i>interesting, well organised, engages with the reader</i></p>	<p><i>sustained and fully developed piece of writing, fluent, interesting and expressive. good communication</i></p>

<p>Formal letter <i>uses correct layout, makes points clearly and in an organised way, good spelling and paragraphing</i></p>	<p><i>deals with situation chosen for letter, clearly organised and set out, indicates an awareness of tone required</i></p>	<p><i>deals with a demanding situation requiring awareness of suitable tone, shows clear explanation, requests action /follow-up if appropriate</i></p>
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Pass	Merit	Distinction
<p>Short report <i>shows awareness of different aspects of a report, organised in sections, with some attempt at evaluation</i></p>	<p><i>clearly organised and presented, points and sections well differentiated, clearly expressed, with effective communication</i></p>	<p><i>very well organised and presented, fluently written, with distinct sections; detailed evaluation and recommendations where appropriate; impersonal tone</i></p>
<p>Personal, creative or expressive writing <i>satisfactory structure and clarity of communication suitable to choice</i></p>	<p><i>good structure and clear expression, shows that candidate has made demands on self in choice of activity</i></p>	<p><i>fluent and very well structured, shows attention to individual style of expression and/or originality and creativity</i></p>
<p>Writing for specific purposes <i>accurate, clear and adequate responses to activities or tasks selected</i></p>	<p><i>clear, accurate, competent, some detail and evidence of effort in choice of tasks; guidelines complied with</i></p>	<p><i>accurate, succinct, well expressed and presented, would need to include choice of some more complex tasks or activities and ingenuity/creativity in choices made</i></p>
<p>Media awareness assignment <i>clear description, awareness of some issues and/or concepts, correct use of terms, attention given to presentation of ideas</i></p>	<p><i>clear understanding of issues and/or concepts, some evidence of critical thinking, attention given to selection and presentation of ideas</i></p>	<p><i>research skills, original conclusions, range and depth of understanding, objective analysis, structured, clear accurate argument, thought and care in presenting ideas</i></p>
<p>Communications technology assignment <i>describes some aspects of communications technology but little effort to assess its impact</i></p>	<p><i>broad summary of aspects of communications technology, some effort made to assess impact on private /public life</i></p>	<p><i>extensive summary of aspects of communications technology, shows clear understanding of impact on both private and public life</i></p>
<p>Use of Communications technology <i>uses a limited range of technology cautiously but successfully</i></p>	<p><i>uses a range of technology successfully and competently</i></p>	<p><i>uses a wide range of technology successfully and with confidence</i></p>

12.2 Portfolio of Coursework

Guidelines

Tutor verification of achievements:

All of the Specific Learning Outcomes achieved by the candidate should be verified by the tutor. In most cases evidence of the candidate's achievement will be included in the portfolio. Some work that cannot be included in the portfolio, for example evidence that consists of a demonstration of a skill, execution of a task, role play, live performance or other behaviour observed by a tutor, may be verified by the tutor. A brief note from the tutor should be included in the candidate's portfolio.


Some tutors may encourage candidates to complete their own marking sheets and this is acceptable provided that their accuracy is verified and guaranteed by the tutor.

If the candidate has participated in a group activity, this may be submitted as evidence of achievement, provided that the individual's contribution is summarised on a note included in the candidate's portfolio.

In cases where a group project is undertaken as part of the assessment procedure, the portfolio of each group member should record or contain supporting evidence of their individual contribution to the group task, such as notes, plans, costings, sketches, drafts.

13 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet		Communications G10001 Portfolio of Coursework Weighting 100%
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Candidate Name: _____ PPSN: _____

Centre: _____ Centre No: _____ Date: _____

Item	Maximum Mark	Candidate Mark
Learning Journal	20	
Non-Verbal or Visual communication	30	
Personal Interaction		
Listening exercise	10	
Informal conversation	10	
Formal interview	10	
or		
Oral Presentation		
Subtotal	30	
Reading		
Evidence of different types of reading	10	
Book review	20	
Subtotal	30	
Writing		
2 letters - personal, formal	10	
Short report	10	
Personal, creative or expressive writing	10	
Writing for specific purposes	10	
Subtotal	40	
Media awareness assignment	30	
Communications Technology		
Assignment	10	
Use of technology	10	
Subtotal	20	
Total	200	
Weighted Total Mark x 0.5 = %	100	

Tutor's Signature: _____ Date: _____

External Authenticator's Signature: _____ Date: _____

