Cork Education and Training Board

Programme Module for

Communications

leading to

Level 4 FETAC

Communications 4N0689

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Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content

11. Assessment
    a. Assessment Technique(s)
    b. Mapping of Learning Outcomes to Assessment Technique(s)
    c. Guidelines for Assessment Activities

12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as

appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content
The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

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1. **Title of Programme Module**
Communications

2. **Component Name and Code**
Communications 4N0689

3. **Duration in Hours**
150 hours (typical learner effort, to include both directed and self directed learning)

4. **Credit Value**
15 Credits

5. **Status**
This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure

6. **Special Requirements**
None

7. **Aim of the Programme Module**
This programme module aims to provide the learner with the knowledge, skills and capacity to communicate effectively in a variety of everyday situations.

8. **Objectives of the Programme Module**
- To facilitate the appreciation of the role of communications in everyday life   - To enable the learner to take responsibility for his/ her own learning   - To create an awareness of the importance of body language in all communication settings   - To promote the awareness of mass media and its impact on everyday life   - To develop an understanding of the scope and depth of communications in the 21st century   - To enable the learner to develop effective writing skills   - To enable the learner to interpret written and aural materials across a range of vocational, social and everyday tasks   - To assist the development of effective interpersonal skills   - To assist the learner to develop the language, literacy and numeracy skills related to communications through the medium of the module themes and content

9. **Learning Outcomes of Level 4 Communications 4N0689**

Learners will be able to:

1. Explain some impacts of current communications and information technologies on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies

2. Outline elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation

3. Communicate a range of messages effectively using visual aids and non-verbal communication tools and strategies, to include images, signs, non-verbal aspects of speech, appearance, colour and the surrounding environment

4. Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop videos, logos, statistical information

5. Demonstrate listening skills for a range of purposes, to include use of eye contact, seeking clarification, note-taking, summarising and paraphrasing

6. Demonstrate a range of reading techniques, to include skimming, scanning, in-depth study, identifying key points, extracting information, evaluating bias and purpose

7. Extract the main facts, ideas, issues and opinions from a variety of aural and written sources, to include spoken and written media texts and material relevant to a vocational area

8. Use drafting, editing and proof-reading skills to write routine documents with accurate punctuation, spelling and sentence structure, to include creative material and work-related reports, electronic correspondence, forms, letters, memos and minutes

9. Interact effectively with others in different contexts, including discussion with peers, one-to-one, in a group/team, working under supervision, oral presentation, formal interview and for the purposes of informing and persuading

10. Plan for clear communication including contextual factors such as social, physical, relational, genre

11. Use at least one medium of communications and or information technology to exchange information with another user.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1: Information Technology

- Engender an awareness whereby the learner explores the impacts of current communications and information technologies on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies

    o Examine the development and role of information technologies in communication in the 21st century

    o Consider the impact of IT in the workplace.

    o Explore with the learner their experience and use of IT in their everyday lives

- Employ at least one medium of communications and or information technology to exchange information with another user

    o Aid the learner to exchange information with another user using IT.

    o Explore the pros and cons of various forms of technology such as social networking, texting, twitter, email etc...

    o Facilitate the learner to choose appropriate methods of communication in their everyday lives.

Section 2: Visual & Non Verbal Communication

- Aid the learner in their interpretation and examination of imagery and its task in work related photos, diagrams, charts, maps, graphics, advertisements, pop videos, logos and statistical information

    o Investigate images found in work related productions, such as photos, diagrams, charts and graphics.

    o Examine the importance and significance of choosing an appropriate visual to complement a task for example design a poster or notice.

    o Plan, develop and evaluate visual aids to communicate a range of different messages

for example logos.

Section 3: Effective Interaction

Facilitate the learner to experience effective interaction with others in different situations to include discussion with peers, one-to-one, in a group/ team (debate, class discussion etc), working under supervision (follow instructions), oral presentation, formal interview and for the purposes of informing and persuading

- Demonstrate listening skills for a range of purposes, to include use of eye contact, seeking clarification, note-taking, summarising and paraphrasing

- Identify and recognise techniques for effective listening e.g. eye contact, requesting clarification, level of language

- Practise active listening skills e.g.:

  o Eye contact

  o Clarification

  o Note taking

  o Summarising

  o Paraphrasing

- Extract and interpret the main facts and opinions from a variety of aural sources in formal and informal situations

- Facilitate the learners to use clear communication in different contextual factors through role play.

- Organise a situation where formal and informal language can be used e.g. class discussion or debate on topic of interest

- Initiate, maintain and conclude conversation in a range of different situations through role play for example discussion with peers, one-to-one with person in specific role such as teacher, doctor, solicitor, bank manager, shop keeper, formal interview etc.

Section 4: Reading

Engender in the learner an understanding of :

- Elements of legislation that must be observed in a personal and/ or work context, to include health, safety, and welfare at work and communication related legislation

- Describe the key components of some relevant legislation, in summary form, such as;

    o Safety, Health & Welfare at Work Act

    o Sale of Goods & Supply of Services Act

    o Data Protection Act

    o Freedom of Information Act

- Facilitate an understanding of a range of reading techniques to include skimming, in-depth study, identifying key points, extracting information, evaluating bias and purpose

- Apply a range of reading approaches according to the nature and purpose of the text e.g.

    o Skimming

    o Scanning

    o In-depth study

    o Identifying key points

    o Extracting information

    o Evaluating bias and purpose

Explore with the learner the main facts, ideas, issues and opinions from a variety of aural and written sources, to include spoken and written media texts and material relevant to a vocational area.

- Evaluate on a variety of oral and written sources relevant to the learner

- Apply the skills necessary for finding and recording specific information from reference sources

- Distinguish between fact, fiction and opinion

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Section 5: Writing
To provide the learner with the relevant skills to write routine documents with accurate punctuation, spelling and sentence structure. These should include creative material and work related reports, electronic correspondence, forms, letters, memos and minutes.   - Show competence in the use of electronic and social networking technologies   - Write clearly, confidently and expressively in a variety of different forms to include creative material and work related reports   - Use accurate punctuation, spelling, and sentence structure in creative and work related material   - Use drafting, editing and proof-reading skills

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11. Assessment

11a. Assessment Techniques

Collection of Work   50%
Skills Demonstration   50%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Explain some impacts of current communications and information technologies on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies	Collection of Work
2. Outline elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation	Collection of Work
3. Communicate a range of messages effectively using visual aids and non-verbal communication tools and strategies, to include images, signs, non-verbal aspects of speech, appearance, colour and the surrounding environment	Skills Demonstration
4. Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop videos, logos, statistical information	Skills Demonstration
5. Demonstrate listening skills for a range of purposes, to include use of eye contact, seeking clarification, note-taking, summarising and paraphrasing	Skills Demonstration
6. Demonstrate a range of reading techniques, to include skimming, scanning, in-depth study, identifying key points, extracting information, evaluating bias and purpose	Collection of Work
7. Extract the main facts, ideas, issues and opinions from a variety of aural and written sources, to include spoken and written media texts and material relevant to a vocational area	Collection of Work/ Skills Demonstration
8. Use drafting, editing and proof-reading skills to write routine documents with accurate punctuation, spelling and sentence structure, to include creative material and work-related reports, electronic correspondence, forms, letters, memos and minutes	Collection of Work
9. Interact effectively with others in different contexts, including discussion with peers, one-to-one, in a group/team, working under supervision, oral presentation, formal interview and for the purposes of informing and persuading	Skills Demonstration
10. Plan for clear communication including contextual factors such as social, physical, relational, genre	Skills Demonstration
11. Use at least one medium of communications and or information technology to exchange information with another user.	Skills Demonstration

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11c.   Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the collection of work and skills demonstration. 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 the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Collection of Work	50%
The collection of work may be produced throughout the duration of this programme module	

The learner will create a collection of work to include evidence that demonstrates the following:

Research Project
The internal assessor will design an assessment brief to include:
An examination on impacts of current communications and information technologies on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies.
The assignment will show evidence of:
- o   Planning
- o   Research
- o   Key Issues discussed
- o   Findings presented clearly using own words.
- o   Sources must be acknowledged
- o   Free from major errors in spelling grammar and punctuation
- o   The assignment 1000-1200 words (Word Processed)

Reading
The learner will differentiate between facts, ideas, issues and opinions in a variety of aural and written sources. The learner will use a range of different reading approaches such as:
- o   Skimming
- o   Scanning
- o   In-depth study
- o   Identify key points
- o   Extracting Information
- o   Evaluating bias and purpose

Learners will evaluate a minimum of **12** different types of texts or written material which are relevant to the learner. This has to include health, safety and welfare at work and communication related legislation (an understanding of the summary content) and spoken and written media texts and material relevant to a vocational area.

Writing
Use drafting, editing and proof-reading skills to write the following documents with accurate punctuation, spelling and sentence structure

Creative:
Two pieces of personal expressive or creative writing (one of which 300-500 words per piece) for example a story, autobiography, speech, opinion piece, poetry or reflective writing.

Formal Writing:
Learners must produce **all** of the following: work-related reports, forms, memos and minutes

Electronic:
- 2 Emails of at least 50 words each – one formal and one informal
- Online Application Form of at least 2 pages

Letters:
Learners are required to produce **one** formal and **one** informal letter. The informal letter must be handwritten.

Evidence of drafting, proofreading and editing should be provided.

The collection of work may include work sheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

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

Skills Demonstration	50%
The collection of work may be produced throughout the duration of this programme module	

The learner will complete a skills demonstration requiring him/her to complete the following tasks:

Visual and Non Verbal Communication
- Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop videos, logos, statistical information.
- Communicate a range of messages effectively using visual aids and non-verbal communication tools and strategies, to include images, signs, non-verbal aspects of speech, appearance, colour and the surrounding environment

Information Technology
- Communicate with another person using at least **three** methods of ICT

Effective Interaction
Learners must plan for clear communication considering contextual factors such as social, physical, relational and genre.
Learners must interact effectively with others in different contexts, including discussion with peers, one-to-one, in a group/team, working under supervision, oral presentation, formal interview and for the purposes of informing and persuading for at least 3-5 minutes per activity

Demonstrate effective listening skills to include eye contact, seeking clarification, note-taking, summarising and paraphrasing

Evidence of the Skills Demonstrations may include work sheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

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

12. Grading

Distinction: 80% - 100%
Merit: 65% - 79%
Pass: 50% - 64%
Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

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Communications 4N0689	Learner Marking Sheet Collection of Work 50%

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

Assessment Criteria	Maximum Mark	Learner Mark
Research Project (1000-1200 words) An examination on impacts of current communications and information technologies on learning activities, social and work life, to include personal computers, digital, mobile and internet technologies.	**20**	
Reading - Read and evaluate 12 different types of text or written material - Differentiate between fact and opinion - Extracting information. - Show understanding of different reading techniques - Evaluate bias and purpose	**15**	
Writing - Creative Writing x 2 pieces 2 letters- formal and informal - Work Related Report x 1 - Forms - Memo - Minutes - Electronic x 3 pieces	**15**	
Total Mark	**50**	

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

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____

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Communications 4N0689	Learner Marking Sheet Skills Demonstration 50%

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

Assessment Criteria	Maximum Mark	Learner Mark
Visual and Non-verbal Communication • Interpret images, to include work-related photos and diagrams, charts, maps, graphics, advertisements, pop-videos, logos and statistical information • Communicate a range of effective using visual aids and non-verbal communication tools and strategies, to include images, signs, non-verbal aspects of speech, appearance, colour and the surrounding environment	**20**	
Information Technology • Exchange information with another person using 3 different methods of information communication technology	**10**	
Effective Interaction • Learners must plan for clear communication considering contextual factors such as social, physical, relational and genre. • Effective interaction in a variety of contexts • Demonstrate effective listening skills • Extract important information (note taking, paraphrasing)	**20**	
Total Mark	**50**	

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

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____