

**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**

# **Information and Administration**

**Level 5    B20144**

**September 2001**

**[www.fetac.ie](http://www.fetac.ie)**

## Level 5 Module Descriptor

### Summary of Contents

|  |   |
|--|---|
| <b>Introduction</b>                        | Describes how the module functions as part of the national vocational certificate framework.  |
| <b>Module Title</b>                        | Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a> .  |
| <b>Module Code</b>                         | An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.               |
| <b>Level</b>                               | Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 6.  |
| <b>Credit Value</b>                        | Denotes the amount of credit that a learner accumulates on achievement of the module.   |
| <b>Purpose</b>                             | Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies. |
| <b>Preferred Entry Level</b>               | Recommends the level of previous achievement or experience of the learner.  |
| <b>Special Requirements</b>                | Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.                             |
| <b>General Aims</b>                        | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.   |
| <b>Units</b>                               | Structure the learning outcomes; there may be no units.   |
| <b>Specific Learning Outcomes</b>          | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.  |
| <b>Portfolio of Assessment</b>             | Provides details on how the learning outcomes are to be assessed.   |
| <b>Grading</b>                             | Provides details of the grading system used.  |
| <b>Individual Candidate Marking Sheets</b> | List the assessment criteria for each assessment technique and the marking system.  |
| <b>Module Results Summary Sheet</b>        | Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.  |
| <b>Appendices</b>                          | Can include approval forms for national governing bodies.   |
| <b>Glossary of Assessment Techniques</b>   | Explains the types of assessment techniques used to assess standards.   |
| <b>Assessment Principles</b>               | Describes the assessment principles that underpin FETAC approach to assessment.   |

## Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

|          |                              |   |
|----------|------------------------------|---|
| <b>1</b> | <b>Module Title</b>          | <b>Information and Administration</b>   |
| <b>2</b> | <b>Module Code</b>           | <b>B20144</b>   |
| <b>3</b> | <b>Level</b>                 | <b>5</b>  |
| <b>4</b> | <b>Credit Value</b>          | <b>1 credit</b>   |
| <b>5</b> | <b>Purpose</b>               | <p>This module is a statement of the standards to be achieved to gain an FETAC credit in Information and Administration at Level 5. The module is designed to be taken across a wide range of FETAC certificates. It is a mandatory module for the National Vocational Certificates Level 5 in Business Studies – Secretarial <b>and</b> Business Studies – Bilingual Secretarial.</p> <p>This module is designed to provide the learner with the knowledge and practical skills required to operate effectively in an administrative capacity under supervision. The focus is on developing an understanding of how information is processed within organisations and the various systems and methods in use.</p> <p>Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to the learners interests and needs.</p> |
| <b>6</b> | <b>Preferred Entry Level</b> | National Vocational Certificate Level 4, Leaving Certificate or equivalent qualifications and/or relevant life or work experience.  |
| <b>7</b> | <b>Special Requirements</b>  | None.   |
| <b>8</b> | <b>General Aims</b>          | <p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> understand the different types of business organisations and the duties and functions of personnel within</p> <p><b>8.2</b> understand how information is processed within an organisation and acquire the skills necessary to perform routine duties</p>  |

|           |                                   |  |
|-----------|-----------------------------------|--|
|           | 8.3                               | appreciate the purpose of legislation as it applies to the workplace   |
|           | 8.4                               | appreciate the importance of planning and organising work related activities   |
|           | 8.5                               | appreciate the impact of new technology on work practices.   |
| <b>9</b>  | <b>Units</b>                      | <b>The specific learning outcomes are grouped into 4 units.</b>  |
|           | Unit 1                            | <b>The Working Environment</b>   |
|           | Unit 2                            | <b>Information Processing</b>  |
|           | Unit 3                            | <b>Work Planning</b>   |
|           | Unit 4                            | <b>Telecommunications</b>  |
| <b>10</b> | <b>Specific Learning Outcomes</b> |  |
|           | <b>Unit 1</b>                     | <b>The Working Environment</b>   |
|           |                                   | <i>Learners should be able to:</i>   |
|           | <b>10.1.1</b>                     | identify the features of different types of organisations e.g. sole traders, partnerships, private limited companies, public limited companies, co-operatives, government bodies |
|           | <b>10.1.2</b>                     | explain the functions of the different departments within an organisation  |
|           | <b>10.1.3</b>                     | define the role and duties of various personnel within organisations   |
|           | <b>10.1.4</b>                     | design an organisational chart   |
|           | <b>10.1.5</b>                     | explain the key aims and objectives of current legislation as it applies to the work place e.g. employment protection, health safety and welfare                                 |
|           | <b>10.1.6</b>                     | explain the purpose and objectives of data protection legislation.   |
|           | <b>Unit 2</b>                     | <b>Information Processing</b>  |
|           |                                   | <i>Learners should be able to:</i>   |
|           | <b>10.2.1</b>                     | explain the administration function of an office in relation to e.g. receiving, communicating, processing and storing information  |

- 10.2.2** list the equipment and resources available for receiving, communicating, processing and storing information
- 10.2.3** describe the procedure for sorting and routing messages which have accrued overnight
- 10.2.4** describe the functions of the mailroom and its equipment
- 10.2.5** sort and route incoming mail
- 10.2.6** deal with urgent, confidential, personal, recorded and COD mail
- 10.2.7** identify postal and delivery services available
- 10.2.8** calculate the cost of posting, nationally and internationally
- 10.2.9** explain the essential elements of a filing system
- 10.2.10** classify information for the purpose of paper based manual filing e.g. alphabetical, numerical including an index system, subject, geographical and chronological
- 10.2.11** file documents appropriately
- 10.2.12** describe and evaluate systems used for storing information - manual and electronic
- 10.2.13** explain the following computer filing terms: files, database, records, fields
- 10.2.14** explain how files are created, stored and retrieved using computer technology
- 10.2.15** create a manual or computerised database or filing system for a specific purpose
- 10.2.16** identify correct procedures to prevent unauthorised access to paper based or computerised files or records
- 10.2.17** explain the benefits of electronic records management systems e.g. computer, micro-filming, computer aided microfilming, optical character reading
- 10.2.18** identify the different methods of reproducing documents in the office e.g. photocopiers, printers, scanners
- 10.2.19** describe the features of a range of office reproductive equipment e.g. photocopiers, printers, scanners

- 10.2.20** use office reproductive equipment efficiently e.g. photocopiers, printers, scanners
- 10.2.21** collate documents
- 10.2.22** explain the purpose of trade documents used in business transactions e.g. letter of inquiry, quotation, purchases order, invoice, delivery docket, credit note, debit note, statement, receipt
- 10.2.23** complete a selection of trade documents – manually or computerised
- 10.2.24** check these documents for errors and omissions
- 10.2.25** outline the money transmission services provided by financial institutions
- 10.2.26** apply appropriate validation checks when accepting payments in various forms e.g. cash, cheques, credit card, direct debit.

### **Unit 3                      Work Planning**

*Learners should be able to:*

- 10.3.1** explain the importance of maintaining an effective diary management system e.g. prioritising tasks, meeting deadlines
- 10.3.2** maintain a work based diary e.g. an appointment diary
- 10.3.3** develop an appropriate plan of action or priority list for a specified time period e.g. day, week, month
- 10.3.4** identify different types of meetings
- 10.3.5** explain the role of the chairperson and secretary in planning and conducting a meeting
- 10.3.6** draft the following: notice, agenda, itinerary
- 10.3.7** record the minutes of a meeting
- 10.3.8** extract information from common sources of references e.g. directories, telex, viewdata, teletext, maps, travel timetables, mileage charts, post office guide, expenses chart
- 10.3.9** prepare an itinerary for a business trip
- 10.3.10** present information in an attractive and appropriate form.

## **Unit 4                      Telecommunications**

*Learners should be able to:*

- 10.4.1**                      identify the various voice and data transmission services currently available
- 10.4.2**                      explain the relative advantages and disadvantages of the above transmission services
- 10.4.3**                      access information from an external database
- 10.4.4**                      extract specific information from the internet
- 10.4.5**                      send an email including attachments
- 10.4.6**                      reply to an email message received
- 10.4.7**                      send a fax
- 10.4.8**                      use directories for dialling and costing local, national and international transmissions
- 10.4.9**                      use correct telephone techniques
- 10.4.10**                      record and relay telephone messages correctly
- 10.4.11**                      identify the uses of common generic computer application packages.

## **11                      Portfolio of Assessment**

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

|                |                                    |            |
|----------------|------------------------------------|------------|
| <b>Summary</b> | <b>Examination (Theory -Based)</b> | <b>40%</b> |
|                | <b>Assignment</b>                  | <b>30%</b> |
|                | <b>Skills Demonstration</b>        | <b>30%</b> |

### **11.1                      Examination**

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of structured questions. These questions may be answered in different media such as in writing or orally.



The examination will be based on a range of specific learning outcomes and will be 1 hour 30 minutes in duration.

The format of the examination will be as follows:

5 structured questions

Candidates are required to answer 4 (10 marks each).

## **11.2 Assignment**

The internal assessor will devise a brief that requires candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Candidates are required to investigate and analyse a topic(s) appropriate to one or more of the following within an organisation:

- working environment
- information
- telecommunications.

Evidence will include reference to the impact of technology on the workplace and/or work practices.

The assignment may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

## **11.3 Skills Demonstration**


In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills and knowledge as outlined in the specific learning outcomes. Candidates will be observed carrying out at least five tasks e.g.

- recording minutes of a meeting
- sending a fax
- sending an email with attachments
- using correct telephone techniques
- accessing information from an external database
- maintaining a work based diary
- filing documents appropriately
- completing a selection of trade documents.

## **12 Grading**

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



|   |   |  |
|---|---|--|
| <b>Individual Candidate<br/>Marking Sheet 2</b> |  | <b>Information and Administration<br/>B20144<br/>Assignment 30%<br/>Skills Demonstration 30%</b> |
|---|---|--|

**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

| <b>Assessment Criteria</b>   | <b>Maximum Mark</b> | <b>Candidate Mark</b> |
|--|---------------------|-----------------------|
| <b>Assignment</b>  |                     |                       |
| • relevant information collected and appropriately presented                                   | <b>6</b>            |                       |
| • understanding and knowledge of chosen topic clearly demonstrated                             | <b>6</b>            |                       |
| • information interpreted accurately   | <b>6</b>            |                       |
| • comprehensive evaluation of the impact of technology on the work place and/or work practices | <b>6</b>            |                       |
| • findings presented appropriately   | <b>6</b>            |                       |
| <b>Subtotal</b>  | <b>30</b>           |                       |
| <b>Skills Demonstration</b>  |                     |                       |
| • understanding of process clearly demonstrated in each of five tasks                          | <b>5</b>            |                       |
| • equipment/resources applied appropriately  | <b>5</b>            |                       |
| • each task planned effectively  | <b>10</b>           |                       |
| • each task executed efficiently   | <b>10</b>           |                       |
| <b>Subtotal</b>  | <b>30</b>           |                       |
| <b>TOTAL MARKS</b>   | <b>60</b>           |                       |
| <i>This mark should be transferred to the Module Results Summary Sheet</i>                     |                     |                       |

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

| FETAC Module Results Summary Sheet |  |  |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|--|--|
|------------------------------------|--|--|--|--|--|--|--|--|--|

**Module Title: Information and Administration**

**Module Code: B20144**

## Assessment Marking Sheets

## Mark Sheet

**Mark Sheet**  
**2**

|              |             |
|--------------|-------------|
| <b>Total</b> | <b>100%</b> |
|--------------|-------------|

Grade\*

### Maximum Marks per Marking Sheet

40

---

60

100%

***Candidate Surname***

***Candidate Forename***

[illegible][illegible][illegible][illegible][illegible]

*Signed:*

*Internal Assessor:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.**

Grade\*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

## Glossary of Assessment Techniques

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**

*A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**

*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

## **Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills**

### **Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

## FETAC Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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