

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

Communications

Level 2 G20001

September 2000

Introduction

A module is a statement of the standards to be achieved to gain an NCVA 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 in terms of learning outcomes i.e. what the learner will be able to do on successful completion of the module.

While the NCVA 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.

1	Title	Communications
2	Code	G20001
3	Level	2
4	Value	1 credit
5	Purpose	<p>This module descriptor is a statement of the standards to be achieved to gain a credit in Communications at Level 2. Communications is a mandatory module on all Level 2 National Vocational Certificates.</p> <p>Communication skills are highly valued in the workplace but this module extends beyond exclusively vocational needs, recognising that the acquisition of these skills is a life-long process, and central to personal, social and professional development and fulfilment.</p> <p>Course providers are responsible for the design of programmes that are consistent with the learning outcomes and relevant to learners' needs and interests. Level 2 Communications is ideally integrated with other Level 2 modules but may be offered as a stand-alone module. Evidence of achievement may be presented in either Irish or English.</p>
6	Preferred Entry Level	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 develop an awareness of the essential role played by communication in human interaction</p>

8.2	acquire communication skills relevant to vocational and personal development
8.3	understand the communicative principles and practices involved in gathering and relaying information
8.4	acquire the skills and confidence to convey and interpret meaning, in writing, orally and visually
8.5	develop a critical awareness of communications messages and media
8.6	explore the use of modern communication and information technology, and its application in personal and vocational life.
9	<p>Units This module comprises 4 units</p> <p> Unit 1 Listening and Speaking Unit 2 Reading and Writing Unit 3 Non-verbal and Visual Communication Unit 4 Communications Technology </p>
10	<p>Specific Learning Outcomes</p> <p>Unit 1 Listening and Speaking</p> <p><i>Learners should be able to:</i></p> <p>10.1.1 understand key terms used in communications theory such as sender, receiver, message, code, channel, communicate, noise, feedback, context, with particular reference to working life</p> <p>10.1.2 recognise the kinds of listening required in different contexts e.g. understanding, interpreting, receiving information</p> <p>10.1.3 demonstrate a range of listening behaviours appropriate to the context such as eye contact, facial expression, encouragement, control of own responses</p> <p>10.1.4 practise communications techniques relevant to different situations in work and leisure, such as conversations, interviews, formal presentations, message taking/giving and telephone dialogues</p> <p>10.1.5 participate effectively in group discussion and negotiated decision making</p>

- 10.1.6** co-operate and contribute effectively in formal meetings
- 10.1.7** prepare and deliver an oral presentation and answer questions.

Unit 2 Reading and Writing

Learners should be able to:

- 10.2.1** gather information from a range of written material including technical/vocational, personal, literary, business and media communication
- 10.2.2** read critically, with objectivity and discrimination, a range of media texts including written, visual and broadcast texts
- 10.2.3** apply a reading approach appropriate to purpose and the nature of the text e.g. skimming, obtaining an overview, identifying key points, extracting information, critical evaluation, in-depth analysis
- 10.2.4** recognise some key issues currently facing media consumers such as freedom of information, tabloidisation, censorship, state regulation, ownership and control etc.
- 10.2.5** write clearly, confidently and expressively in a variety of forms relating to personal, creative, vocational and social needs
- 10.2.6** use with confidence the vocabulary and language conventions relevant to a specific area of work
- 10.2.7** follow the conventions of writing for a specific purpose including reports, memoranda, minutes, applications, letters, faxes etc.
- 10.2.8** observe the current conventions of written English usage (spelling, punctuation, syntax etc.) in accordance with purpose
- 10.2.9** draft, edit and proof-read written documents
- 10.2.10** plan and undertake research into a topic related to a vocational specialism, using a variety of sources, both primary (e.g. interviews and observations) and secondary (e.g. internet, media, libraries).

Unit 3 Non-verbal and Visual Communication

Learners should be able to:

- 10.3.1** demonstrate an understanding of various non-verbal and visual codes such as signs, symbols, still and moving images, cartoons, body signals, music, numbers, dance, colour
- 10.3.2** demonstrate an awareness of ways in which the body communicates non-verbally through gesture, posture, appearance, eye and physical contact, facial expression, proximity and orientation etc.
- 10.3.3** demonstrate appropriate non-verbal communication in a range of settings including one-to-one, group, formal and informal
- 10.3.4** recognise the role of perception in the communication process and factors that affect it such as sensory variation, stereotyping, prejudice
- 10.3.5** recognise the ways physical environment communicates e.g. structure, shape, colour, texture, smell, sound
- 10.3.6** construct and interpret visual aids and/or images.

Unit 4 Communications Technology

The learner should be able to:

- 10.4.1** explain the impact of communication and information technology on personal, social and vocational life
- 10.4.2** describe the various uses of technology to assist communication e.g. computers, telephones, facsimile, video recorders, the Internet, electronic fund transfer, data communications systems
- 10.4.3** use a range of communications technologies to exchange information with another user e.g. e-mail, fax, mobile telephone
- 10.4.4** evaluate the advantages and disadvantages of the use of technology in communications
- 10.4.5** outline current relevant legislation (e.g. the Data Protection Act, the Freedom of Information Act) in terms of rights, responsibilities, grievances and penalties.

11 Portfolio of Assessment

See the note on assessment principles and the glossary of assessment techniques at the end of this module descriptor. Assessment is locally devised with external moderation by the NCVA.

Summary	Skills Demonstration	50%
	Assignment	25%
	Collection of Work	25%

The portfolio must contain the following evidence:

- one tape per candidate with a sample of the range of listening and speaking skills
- a written report and other documents
- an image or evidence of non-verbal presentation
- evidence of using communications technology and awareness of issues.

11.1 Skills Demonstration

Guidelines The internal assessor will devise suitable exercises based on tasks undertaken as part of the vocational specialism that will illustrate the following communication skills:

- listening and speaking skills
- visual communication skills.

Listening and speaking skills

- oral presentation skills including ability to answer questions from the audience. Candidates should make a presentation of approximately 5 - 10 minutes duration, followed by a question and answer session. The presentation should be recorded, preferably on video tape.

The presentation may be on any topic of interest to the candidate. Ideally it should be on a vocational topic but may draw on other aspects of this module.

- dialogue skills –the ability to communicate one to one in a formal setting e.g. on the telephone, in an interview or meeting. The dialogue should be recorded on audio/video tape.
- discussion and negotiation skills, including non-verbal communication, listening and speaking skills. Candidates should participate in a formal group setting, such as a discussion or meeting. Evidence of the group interaction may be tutor verified.
- message taking/giving skills, displaying knowledge of communications process, also information extracting, summarisation skills, and message composing. Evidence should include original information and message.

Visual communication skills

Candidates should communicate without words, either by:

- designing/producing an image(s) with or without text such as: notice/ poster/ web page/ brochure/ flyer/ greeting card/ book cover/ storyboard/ video/ flags/ map/ diagram/ photograph/ painting/ sculpture/ textile

or

- communicating non-verbally and visually eg making a non-verbal presentation such as mime or dance, done singly or in groups, evidence recorded on video.

Evidence of support studies, planning, etc. should be included. Evidence may be incorporated into other skill areas as visual aids, or presented separately.

11.2 Assignment

Guidelines

The internal assessor will devise a brief that requires the candidate to demonstrate information gathering and report writing skills.

The assignment may be on any topic based on information gathered from a variety of sources. It may be based on the candidate's vocational area, or research done for another module (e.g. Work Experience Vocational Area Profile).

The assignment may be handwritten or word processed, 700 – 1500 words approximately.

11.3 Collection of Work

Guidelines

Candidates will compile a collection of their own work. The collection of work will demonstrate the following communication skills:

- document preparation skills. Evidence should include a range of personal and business documents:
 - personal writing e.g. short story/poem, letter of complaint/ thanks/ condolence/ congratulations, etc.
 - business documents including letter, memorandum, notice of meeting, agenda, minutes (narrative/action).

The business documents may be handwritten or word processed. Evidence of drafting, re-drafting and editing should be attached to finished pieces. At least one item should be handwritten, where possible.

- evidence of using communications technology (CT) to send and receive both **one-way** (eg fax, answering machine, downloading information from Internet) and **two-way** (eg

email, mobile phone). Candidates should also document where they have used communications technology in preparing their portfolio.

- evidence displaying awareness of current and relevant issues, such as discussion of the uses, advantages/disadvantages and impact of CT. This may be a short written/oral piece, and could be integrated with the assignment or oral presentation.

12 Grading

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

Individual Candidate Marking Sheet 1		Communications G20001 Skills Demonstration 50%
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Candidate Name: _____ **NCVA Exam. No.:** _____

Centre: _____ **Roll No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Listening and speaking skills: oral presentation <ul style="list-style-type: none"> • evidence of thorough preparation and rehearsal • clear structure with beginning, middle, end, signposting and linking • sustains interest, very good rapport with the audience, tailored to occasion and environment • good breathing and voice control, with variety of tone, clarity of diction • body language, gesture, stance all excellent • answers questions clearly, fully, to the point 	10	
Listening and speaking skills: dialogue <ul style="list-style-type: none"> • communicates effectively, excellently prepared • projects good image, maintains appropriate eye contact, positive body language • listens carefully, seeks clarification if needed, answers questions confidently, elaborates and expands on answers • asks relevant questions • speaks clearly and effectively 	10	
Listening and speaking skills: discussion and negotiation <ul style="list-style-type: none"> • participates and communicates actively and effectively • moves the group to a decision, keeps the aim/goal/task in view • excellent group skills – listening, turn taking, including others • uses and interprets body language well, is positive and effective 	10	
Listening and speaking skills: message taking/giving <ul style="list-style-type: none"> • extracts and differentiates between important and non-essential information • message includes essential information with details, personal identification, date, time, contact no. • voice is audible, diction is clear, well measured pace • uses technology/telephone confidently and expertly 	10	
Visual communication skills <ul style="list-style-type: none"> • support studies demonstrate development of ideas • materials/techniques selected complement the design and message • visual communication is clear, consistent and supports the message • product engages the audience and sustains interest • presentation enhances the final quality of the product 	10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	50	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Communications G20001 Assignment 25%
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Candidate Name: _____ **NCVA Exam. No.:** _____

Centre: _____ **Roll No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • report well structured, detailed, balanced, uses impersonal language, good interpretation of terms of reference • research is extensive, relevant, sources acknowledged through references and bibliography • discusses and explains key issues with clarity, objectivity, evidence of original thinking • findings presented clearly, recommendations/conclusions show evidence of critical thinking and analysis • fluent writing, well expressed, extensive vocabulary, freedom from minor errors in spelling, grammar and punctuation • report submitted on time 	25	
<p style="text-align: right;">TOTAL MARKS</p> <p><i>This mark should be transferred to the Module Results Summary Sheet</i></p>	25	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 3		Communications G20001 Collection of Work 25%
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Candidate Name: _____ **NCVA Exam. No.:** _____

Centre: _____ **Roll No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Personal and business documentation <ul style="list-style-type: none"> • uses correct layout, accurate, succinct, well expressed and presented • deals with demanding situations requiring awareness of suitable tone • requests action/follow up if appropriate • excellent spelling, punctuation and paragraphing • evidence of careful drafting and re-drafting • handwriting excellent 	15	
Communication technology skills <ul style="list-style-type: none"> • uses a wide range of technology successfully and with confidence • extensive summary of aspects of communications technology, with clear understanding of impact on both private and public life 	10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	25	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

NCVA Module Results Summary Sheet									
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Module Title: Communications

Module Code: G20001

Assessment Marking Sheets

Mark Sheet

Mark Sheet

Mark Sheet

**Total
100%**

Grade*

Maximum Marks per Marking Sheet

Candidate Surname

Candidate Forename

[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 NCVA Module Results Sheet issued to centres before the visit of the external examiner.

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 will be based on a brief provided by the internal assessor. The brief will include specific guidelines for the candidate. The assignment will be carried out over a period of time specified by the internal assessor.

Assignments may be specified as 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 the learner over a period of time that demonstrate the mastery of skills.*

Candidates will compile a collection of their own work. The collection of work will demonstrate 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 and knowledge, within in a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- a practical examination, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions.
- an oral examination, testing ability to speak effectively in the vernacular or other languages.
- an interview, assessing learning through verbal questioning, on one-to-one/group basis.
- an aural examination, testing listening and interpretation skills.
- a knowledge based examination (eg written examination), 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 learning experiences, activities, responses, skills acquired etc.*

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

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

Project: *A substantial individual or group response to a brief with broad 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.

The project will enable the candidate to demonstrate: (*some of these – about 4 or 5*)

- understanding and application of concepts in (*specify area*)
- use/selection of relevant research/survey techniques and sources of information, referencing/bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process /production of documentation/support studies/log
- planning/design skills
- ability to implement/ produce/ make/ construct/ perform (*specify*)
- mastery of tools and techniques
- creativity/ visual/media/technological awareness
- problem solving skills
- time management skills
- team working, co-operation, participation
- presentation/display skills

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

Skills Demonstration: *Assessment of mastery of specified practical, organisational and/or interpersonal skills demonstrated in the course of a module.*

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.

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **performance 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 assessors (teachers/tutors/trainers) in centres.
- 4 Assessment techniques in NCVA 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 Each NCVA module describes one approach to assessment. It is 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.