



Dublin and Dún Laoghaire Education & Training Board

Module for
Communications
Leading to

Level 6 QQI CAS Communications 6N1950

Introduction

This module may be delivered as a standalone module leading to certification in a QQI minor award. It may also be delivered as part of an overall validated programme leading to a QQI major or special purpose award.

The educator ¹should familiarise themselves with the information contained in DDLETB Education & Training Board's programme descriptor for the relevant validated programme prior to delivering this module.

The module is structured as follows:

1. Title of Module
2. QQI Component Title and Code
3. Credit Value of module
4. Duration in hours
5. Status
6. Special Requirements
7. Aim of the Module
8. Objectives of the Module
9. Minimum Intended Module Learning Outcomes (MIMLOs)
10. Content <ul style="list-style-type: none">a. Indicative Contentb. Suggested Methodologies for Deliveryc. Suggested Resources
11. Assessment <ul style="list-style-type: none">a. Assessment Techniquesb. Mapping of MIMLOs to Assessment Techniquesc. Guidelines for Assessment Activitiesd. Eligibility for Certification
12. Grading
13. Learner Marking Sheet(s) Assessment Criteria

¹ NOTE: Educator in this context refers to a teacher, tutor, instructor, assessor.

Integrated Delivery and Assessment

Where this module is delivered as part of a major or special purpose award the educator is encouraged to integrate the delivery of content where an overlap between MIMLOs of this module and one or more modules is identified.

Likewise, the educator 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 module.

1. Title of Module

Communications

2. Component Name and Code

Communications 6N1950

3. Credit Value

15 Credits

4. Duration in Hours

150 hours (typical learner effort includes both directed and self-directed learning)

5. Status

This module can be delivered as a stand-alone minor award or as part of a relevant full CAS major or special purpose award.

In some major and special purpose awards this module is mandatory and in others it offered as an elective. Educators should check DDLETB Education & Training Board's programme descriptor for the relevant validated programme to confirm the status.

6. Specific Validation Requirements

There are no QQI specific validation requirements. However, Learner access to a computer laboratory and/or laptop with internet access for research purposes with a Learner/Device ratio of 1:1 is recommended.

7. Aim of the Module

This module aims to facilitate the learner to acquire excellent communication skills which will enable active and effective participation in vocational and personal life.

8. Objectives of the Module

- Facilitate the learner to understand and acquire excellent communications skills to ensure maximum participation in vocational, personal and interpersonal contexts.
- Enable the learner to become aware of the importance and impacts of ICT in modern communications and to acquire effective digital literacy skills for navigating the online environment in a variety of contexts.
- Enable the learner to apply communication theory and techniques appropriately in different contexts.
- Assist the learner to develop the appropriate level of literacy skills and academic & vocational language related to communications through the medium of the indicative content.
- Enable the learner to exercise substantial personal autonomy and responsibility.

9. Minimum Intended Module Learning Outcomes (MIMLOs)

On completion of this module learners will be able to:

Minimum Intended Module Learning Outcomes (MIMLOs) of Communications	Mapped to QCI component specification for the minor award
1. Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.	LO 1 & LO 2
2. Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.	LO 5 & LO 10
3. Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.	LO 3 & LO 4
4. Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.	LO 6 & LO 11
5. Demonstrate confidence in reading and writing by applying these skills effectively in different contexts and for a variety of purposes.	LO 7, LO 8 & LO 9

<p>6. Apply appropriate research, referencing and formatting techniques in formal writing.</p>	LO 7, LO 8 & LO 9
---	-------------------

10a. Indicative Content

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

Educators delivering this module as part of a CAS Major or special purpose award should ensure that the content is focused on the specific vocational field of learning of the target award.

UNIT 1 - Communication Theory

1. Foundations of Communication

Objective: Establish a broad understanding of communication principles, significance and functions.

- Definition & Scope of Communication:
 - The role of communication in human interaction and society.
- Core Elements & Process of Communication:
 - Sender, message, medium/channel, receiver, feedback, noise and context.
- Functions & Objectives of Communication:
 - Informing, persuading, entertaining and relationship-building.

2. Theoretical Perspectives on Communication

Objective: Examine major communication theories and models that explain human interaction.

- Major Communication Models:
 - Linear Model: One-way communication (e.g., mass media).
 - Interactive & Transactional Models: Two-way processes (e.g., dialogues).
- Key Theories of Communication:
 - Rhetorical Theories: Persuasion and influence (e.g., Aristotle's rhetoric).

- Interpersonal & Relationship Theories: Social Penetration, Uncertainty Reduction.
- Media & Mass Communication Theories: Uses and Gratifications, Agenda Setting.

3. Forms & Contexts of Communication

Objective: Differentiate communication types across diverse settings.

- Interpersonal & Group Communication: Face-to-face and small-group interactions.
- Mass & Digital Communication: Broadcast media, social media and virtual platforms.
- Verbal, Nonverbal and Visual Communication: Language, symbols, gestures and imagery.
- Cross-Cultural & Organisational Communication: Communication in diverse and professional environments.

4. Barriers and Challenges in Communication

Objective: Recognise and mitigate obstacles to effective communication.

- Physical, Psychological and Cultural Barriers: Noise, stress, biases, language differences.
- Technological & Ethical Challenges: Misinformation, digital overload, privacy concerns.

5. Practical Applications of Communication

Objective: Apply communication principles across industries and social interactions.

- Business & Leadership: Negotiation, corporate communication, branding.
- Media & Entertainment: Journalism, advertising, content creation.
- Education & Training: Teaching methodologies, e-learning, academic discourse.
- Healthcare & Counselling: Patient communication, therapeutic dialogue.

UNIT 2 - MIMLO 1 - Digital Literacy Skills

1. Understanding Digital Literacy

Objective: Build advanced knowledge of digital literacy and its importance.

- Definition of Digital Literacy:
 - The ability to locate, evaluate and use digital tools and information effectively.
- Core Digital Skills:

- Using software applications (e.g., word processing, spreadsheets, presentation tools or equivalent).
- Navigating the internet for research and collaboration.
- Communicating effectively using digital platforms.
- Importance of Digital Literacy:
 - For employability, communication and lifelong learning.

2. Understanding Digital Source Evaluation

- Types of Digital Sources: Websites, academic databases, news articles, blogs, social media, AI-generated content.
- Criteria for Evaluating Sources:
 - Reliability: Authority, accuracy, currency, purpose and objectivity.
 - Relevance: Applicability to context, audience and purpose.
- Common Pitfalls: Misinformation, disinformation, echo chambers, bias, deepfakes.

3. Digital Tools and Applications

Objective: Develop proficiency in common digital tools.

- Content Creation and Management:
 - Word processing (e.g., Microsoft Word, Google Docs or equivalent).
 - Spreadsheets (e.g., Excel, Google Sheets or equivalent) for data management.
 - Presentation tools (e.g., PowerPoint, Canva or equivalent).
- Communication and Collaboration:
 - Email etiquette and management (e.g., writing professional emails).
 - Virtual collaboration platforms (e.g., Microsoft Teams, Zoom, Slack or equivalent).
 - File sharing and cloud storage (e.g., Google Drive, Dropbox or equivalent).
- Research Skills:
 - Conducting effective online searches.
 - Using databases and academic resources.

4. Contextual Considerations

- Different Contexts: Academic, journalistic, corporate, social, legal.
- Cultural and Ethical Aspects: Respecting diverse perspectives, avoiding plagiarism, acknowledging sources.

- Professional Standards: Industry-specific best practices, data privacy and cybersecurity awareness.

5. Ethical, Professional and Legal Considerations

- Ethical Research and Source Use: Citing sources, avoiding fake news and responsible AI use.
- Professional Integrity:
- Avoiding digital misconduct (e.g., spreading misinformation).
 - Responsible use of AI platforms (e.g. ChatGPT or equivalent)
 - Awareness of codes of practise
- Understanding legal frameworks:
 - Adherence to and compliance with relevant legislation (e.g. GDPR and other vocationally specific legislation).
 - Respecting intellectual property (e.g., copyright and plagiarism policies).
 - Adherence with Online Safety and Media Regulations legislation.

6. Digital Collaboration and Teamwork

Objective: Encourage teamwork using digital tools.

- Virtual Collaboration Skills:
 - Assigning roles and responsibilities in digital projects.
 - Managing group work using project management tools (e.g., Trello, Asana or equivalent).
- Challenges in Virtual Teams:
 - Lack of face-to-face contact for reading cues etc.
 - Lack of active engagement if cameras are left off etc.

7. Reflection on Digital Literacy and Ethics

Objective: Encourage self-assessment and continuous improvement.

- Digital Self-Awareness:
 - Reflect on personal strengths and weaknesses in digital skills.
 - Identify areas for improvement and set goals.
- Ethical Reflection:
- Assess personal digital behaviour and its alignment with professional standards.

UNIT 3 - MIMLOs 2, 3 & 4**Verbal, Listening, Non-Verbal, Visual, Interpersonal & Intrapersonal Skills****MIMLO 2 - Verbal, Active Listening and Responsiveness Skills****1.1 Principles of Effective Verbal Communication**

- Clarity, conciseness and coherence in speech.
- Tone, pitch, pace and articulation.
- Cultural and contextual considerations in verbal communication.

1.2 Advanced Active Listening Techniques

- Reflective listening and paraphrasing.
- Emotional intelligence and empathetic listening.
- Non-verbal cues in active listening.

1.3 Adapting Communication Styles Across Contexts

- Formal vs. informal communication.
- Professional, academic and social communication settings.
- Cross-cultural and inclusive communication.

1.4 Handling Difficult Conversations and Conflict Resolution

- Techniques for managing misunderstandings.
- De-escalation strategies in high-pressure situations.
- Negotiation and persuasion skills.

1.5 Feedback and Responsiveness in Communication

- Constructive feedback and feedforward.
- Recognising and responding to non-verbal signals.
- Adapting responses based on audience engagement.

MIMLO 3 – Non-Verbal & Visual Communication Skills**2.1 Introduction to Non-Verbal and Visual Communication**

- Definition and importance of non-verbal communication.
- Key elements: body language, facial expressions, gestures, posture, eye contact, proxemics.
- Visual communication: symbols, charts, infographics, colour psychology and design principles.

2.2 Types of Non-Verbal Communication

- Kinesics: Body movements and gestures.
- Haptics: Touch as a communication tool.
- Proxemics: Personal space and distance.
- Paralinguistics: Tone, pitch and pace of voice.
- Chronemics: The role of time in communication.

2.3. Role of Non-Verbal Communication in Different Contexts

- Workplace: Professionalism, leadership and team interactions.
- Social settings: Cultural variations, personal relationships.
- Public speaking: Using gestures and posture to engage audiences.
- Digital communication: Emojis, GIFs and visual storytelling.

2.4. Visual Communication Techniques

- Using images and graphics to convey messages.
- Effective slide design for presentations.
- Creating compelling infographics.
- Role of branding and logos in communication.

2.5. Analysing Effectiveness of Non-Verbal and Visual Communication

- Case studies of successful and unsuccessful communication.
- Role of feedback and audience perception.
- Methods of assessing non-verbal and visual impact.

MIMLO 4 – Interpersonal & Intrapersonal Skills

3.1 Introduction to Interpersonal and Intrapersonal Skills

- Definition and key differences.
- Importance in collaborative environments.

3.2 Key Interpersonal Skills in Collaboration

- Communication (verbal and non-verbal).
- Active listening.
- Empathy and emotional intelligence.
- Teamwork and cooperation.

3.3 Key Intrapersonal Skills in Collaboration

- Self-awareness.
- Self-regulation and emotional control.
- Reflection and self-assessment.
- Growth mindset and adaptability.

3.4 Factors Affecting Interpersonal and Intrapersonal Effectiveness

- Personal biases and assumptions.
- Cultural and generational diversity.
- Stress and pressure in group settings.
- Power dynamics in teams.

3.5 Analysing Effectiveness in Collaborative Environments

- Identifying strengths and weaknesses.
- Measuring impact on team performance.
- Strategies for improvement.

UNIT 4 - MIMLOs 5 & 6 – Writing Styles & Reading Proficiency

1. Understanding Writing Styles

- Exploration of different writing styles: narrative, descriptive, expository, persuasive, technical and creative writing.
- Analysis of exemplary texts demonstrating each style.
- Discussions on the purpose, tone, structure and audience expectations for various writing styles.

2. Advanced Writing Techniques

- Use of rhetorical devices and stylistic elements to enhance writing.
- Development of a distinct voice and tone appropriate to different contexts.
- Structuring arguments, paragraphs and essays effectively.
- Use of advanced vocabulary and syntactic variety for clarity and engagement.

3. Critical Reading for Writing Proficiency

- Reading and analysing texts from different genres and authors.
- Identifying and deconstructing key stylistic and structural elements.

- Comparative analysis of texts to understand variations in writing styles.
- Reflective reading practices to improve writing skills.

4. Practical Writing Exercises

- Writing short pieces in different styles (e.g., persuasive essays, descriptive narratives, technical reports, creative fiction).
- Peer reviews and workshops for constructive feedback.
- Adaptation exercises: rewriting passages in different styles.
- Writing for different audiences and purposes.

5. Editing and Refinement

- Techniques for self-editing and peer editing.
- Strategies for improving coherence, cohesion and readability.
- Grammar and punctuation refinement for advanced writing proficiency.
- Rewriting and refining work based on feedback.

6. Writing Practice and Reflection

- Reinforce learning through consistent practice and self-assessment.
- Journaling and Reflection: Writing daily reflections to explore different styles.
- Timed Writing Exercises: Practicing quick, focused writing on a given topic or prompt.
- Portfolio Development: Compiling and reflecting on a variety of writing pieces to track progress.

7. Developing Reading Proficiency

- Extract the main facts, ideas, issues and opinions from specified texts (written and oral) using a range of reading and aural comprehension techniques.
- Demonstrate the use of appropriate comprehension strategies.
- Specify the purpose of different texts and to identify bias where it occurs.
- Capacity to skim, scan and read for more in depth understanding.
- Identifying the purpose of texts and giving the learner the opportunity to distinguish fact from opinion in pieces of writing.

UNIT 5 - MIMLOs 5 & 6 – Formal Writing Styles

1. Conducting Research for Formal Writing

- Understanding Research Sources:
 - Primary vs. Secondary sources.

- Peer-reviewed journals vs. general sources.
- Evaluating credibility (CRAAP test: Currency, Relevance, Authority, Accuracy, Purpose).
- Effective Research Techniques:
 - Using academic databases (e.g. Google Scholar, JSTOR, PubMed or equivalent).
 - Note-taking strategies and summarisation.
 - Identifying gaps in research and forming research questions.

2. Referencing and Citation Techniques

- Why Referencing Matters:
 - Avoiding plagiarism and ensuring academic integrity.
 - Giving credit to original authors.
 - Strengthening arguments with evidence.
- Common Referencing Styles:
 - APA (American Psychological Association).
 - MLA (Modern Language Association)
 - Harvard Referencing Style.
 - Chicago/Turabian Style.
- In-text Citations vs. Bibliographies:
 - How to cite direct quotes and paraphrased content.
 - Formatting the reference list or bibliography.
- Using Citation Tools:
 - For example, EndNote, Zotero, Mendeley or equivalent and online citation generators.

3. Formatting Techniques in Academic Writing

- Structure of Academic Papers:
 - Introduction, Literature Review, Methodology, Results, Discussion, Conclusion.
- Formatting Guidelines:
 - Title page, headings, margins, font, line spacing.
 - Using templates and style guides.
- Tables, Figures and Appendices:
 - How to format and cite images, graphs and tables.

- Placement and numbering conventions.

4. Ethical Considerations in Academic Writing

- Understanding Plagiarism:
 - Types of plagiarism (direct, mosaic, self-plagiarism).
 - Consequences of academic dishonesty.
- Avoiding Plagiarism:
 - Proper paraphrasing techniques.
 - Using plagiarism detection tools (e.g. Turnitin, Grammarly, Copyscape or equivalent).
 - How to use AI-generated content ethically.
- Academic Integrity Policies:
 - Institutional rules and penalties.
 - Best practices for maintaining ethical writing.

10b. Suggested Methodologies for Delivery

The module can be delivered through classroom-based learning activities, group discussions, one-to-one tutorials, self-directed learning, research, case studies, role play and other suitable and creative activities, as appropriate to the learner group and should be adapted to suit the context of the overall award.

The following are examples that you may select from. **This is not an exhaustive list.**

Teaching and learning activities could include:

Unit 1 – Communication Theory:

- Use multimedia presentations to define and explain communication and its scope.
- Facilitate class discussions on the importance of communication in daily life.
- Assign case studies that demonstrate the role of communication in business, media and interpersonal relationships.
- Use diagrams to depict communication models and functions.
- Organise debates on the effectiveness of different communication models in various contexts.
- Use real-world scenarios to demonstrate how theories apply to media, interpersonal and digital communication.

- Use video clips, podcasts and interactive media to illustrate different communication types.
- Develop scenarios where students must navigate cross-cultural or organisational communication.
- Present students with real-world communication challenges and ask them to propose solutions.
- Conduct case studies on cultural miscommunication and language barriers.

Unit 2 - Digital Literacy Skills:

- Source Comparison Exercise
 - Provide learners with different digital sources (e.g., Wikipedia, a peer-reviewed journal, a blog and an AI-generated article). Ask them to evaluate each source using the CRAAP Test (Currency, Relevance, Authority, Accuracy and Purpose). Discuss their findings in groups and justify why some sources are more credible than others.
- Fact-Checking Challenge
 - Assign learners a controversial or trending topic and ask them to fact-check claims using reliable sources. Learners must trace the origin of the information, identify biases and determine credibility. And present their findings, highlighting misleading or false information.
 - Organise discussions on ethical issues in communication, including media bias and privacy.
- Ethical Dilemma Case Studies
 - Provide case studies where professionals had to make decisions about digital sources (e.g., using AI-generated content without attribution, relying on unverified sources for a report). Learners debate ethical considerations and propose best practices.
 - Conduct case studies on misinformation and digital privacy.
 - Role-play different communication challenges such as digital overload.

Unit 3 - Verbal, Listening, Non-Verbal, Visual, Interpersonal & Intrapersonal Skills

- Listening and Response Exercises
 - Play audio clips of conversations and ask learners to summarise the key messages, emotions and implied meanings.

- Conduct "active listening circles" where participants repeat and expand upon what their partner said before adding their thoughts.
- Public Speaking and Presentation Challenges
 - Learners deliver speeches, debates or presentations on given topics while focusing on verbal clarity, persuasion and responsiveness to audience reactions.
Provide peer and instructor feedback to refine communication styles.
- Mock Interviews and Client Interactions
 - Simulate professional interviews and customer service interactions, emphasising active listening and adaptive verbal responses.
 - Provide real-time feedback on tone, body language and message effectiveness.
- Role-Playing Exercises
 - Assign different roles in a team challenge.
Observe and reflect on communication, conflict resolution and decision-making.
- Group Reflection and Peer Feedback
 - After completing a team task, individuals reflect on their contributions.
Peers feedback on strengths and areas for improvement.
- Personality & Emotional Intelligence Assessments
 - Use tools like MBTI, DISC or EI assessments or equivalent to understand self-awareness. Discuss how personal traits influence team dynamics.
- Video Analysis & Discussion
 - Watch videos of team collaborations (sports teams, business meetings, crisis management). Critique effectiveness of interpersonal and intrapersonal skills.
- Self-Assessment Journals
 - Maintain a reflective journal tracking personal growth in collaboration and identify areas for self-improvement.

Unit 4 – Writing Styles & Reading Proficiency:

- Comparative Analysis – Learners compare and contrast different writing styles through annotated readings.
- Creative Transformation – Rewriting a piece in a different style (e.g., turning an academic paper into a news article).
- Collaborative Writing – Group-based exercises where learners contribute to different sections of a piece in a unified style.

- Genre-Specific Exercises – Learners write in specific styles weekly, receiving targeted feedback.
- Debate & Writing – Engaging in debates followed by structured argumentative writing exercises.

Unit 5 – Formal Writing Skills:

- Lectures & Presentations on research and citation techniques.
- Workshops on using referencing tools.
- Group Discussions on ethical dilemmas in academic writing.
- Hands-on Exercises of evaluating sources, formatting academic papers correctly, paraphrasing and summarising activities.
- Case Studies on plagiarism and academic misconduct.

10c. Suggested Resources

Suggested Books & E-Books

- [**Academic Writing for Learners in FET**](#)
Academic Writing Handbook for Learners in the FET Sector
- [**Brilliant Communication Skills, Revised 1st Edition by Gill Hasson**](#)
ISBN: 9781292081076 Publication Date: 2014-12-06
- [**Choosing & Using Sources: A Guide to Academic Research**](#)
Free e-book with a good section on different kinds of information sources
- [**Effective-Communication-5th-edition, 5th Edition by Nicholas Harvey**](#)
ISBN: 978-1-7396232-0-3 Publication Date: September 2022
- [**Globalisation: The Youth and The Truth - National Youth Council of Ireland**](#)
Handbook on Globalisation and Citizenship
- [**Referencing Handbook \(FESS 2019\)**](#) - Referencing Handbook for Learners in FET

Suggested Web Resources

- [**https://www.webwise.ie/teachers/digital literacy/**](https://www.webwise.ie/teachers/digital_literacy/)
A great resource for teachers to support the teaching of digital literacy skills including a range of videos and other tools on the competencies that allow you to function and participate fully in a digital world; and become a responsible digital citizen who can act appropriately and ethically in an online environment.
- [**How good are your communication skills**](#) - Take the quiz and find out!
- [**Bad News - Play the fake news game!**](#)

- <https://www.medialiteracyireland.ie/training-development/>
Website with multiple resources for teaching media literacy to all ages.
- [**Improve your listening skills with active listening**](#)
Short video showing how active listening can improve your communication skills
- [**Effective group communication skills: top 10 annoying meetings habits**](#)
Video showing things you shouldn't do in meetings!
- [**Nonverbal communication: how body language & nonverbal cues are key**](#)
Article on nonverbal communication that includes some good tips on watching your body language during online video calls
- [**Mindtools**](#) - A selection of communication skills tools and guides

11a. Assessment Techniques

To demonstrate that learners have reached the standards of knowledge, skill and competence identified in all the MIMLOs, the following assessment techniques are used to assess learners:

- 1. Collection of Work - 50%**
- 2. Skills Demonstration - 50%**

The rationale for the selection of the assessment techniques is to ensure a comprehensive evaluation of learners' ability to meet the MIMLOs through varied and practical methods.

The Collection of Work assignments support the development of a range of reading and writing skills, as well as proficiency in research, referencing, and critical source evaluation (MIMLOs 1, 5 & 6). Learners demonstrate their ability to assess digital sources for reliability and relevance while applying academic integrity and ethical research practices. Additionally, these assignments provide opportunities to develop and apply effective interpersonal and intrapersonal skills (MIMLO 4), encouraging learners to assess how communication impacts interactions. This integrated approach enables the production of well-structured, evidence-based work grounded in academic integrity.

The Skills Demonstration allows learners to develop, apply and evaluate advanced verbal and non-verbal communication skills (MIMLOs 2 & 3), active listening and interpersonal effectiveness (MIMLO 4) while refining their ability to use digital skills (MIMLO 1) to communicate persuasively, respond effectively to diverse viewpoints and assess their own communication strategies.

These assessment techniques align with Level 6 expectations, ensuring learners develop critical thinking, professional communication proficiency and adaptability across diverse communication contexts. Knowledge is embedded in the application of communication theories, ethical and professional standards and research methodologies. Skills are demonstrated through advanced verbal, written and digital proficiency, interpersonal engagement and critical analysis. Competence is achieved as learners apply these abilities across different communication settings, adapting their style, collaborating effectively and producing structured, insightful work.

By incorporating diverse and practical assessment methods, this approach fosters a balanced, integrated learning experience that meets the required NFQ Level 6 standards while preparing learners for professional and academic success.

Learners need to be provided with the opportunity to achieve all the MIMLOs and it is the assessor's responsibility to devise assessment instruments and marking schemes consistent with the assessment techniques and assessment criteria identified below.

Where this module is being delivered as part of a CAS major or special purpose award, the educator 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.

11b. Mapping of MIMLOs to Assessment Techniques

To ensure that the learner is facilitated to demonstrate the achievement of all MIMLOs, each minimum intended learning outcome is mapped to one or more assessment technique(s). This mapping should not restrict an educator from taking an integrated approach to assessment.

Minimum Intended Module Learning Outcome	Assessment Technique/s
1. Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.	Collection of Work & Skills Demonstration
2. Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.	Skills Demonstration
3. Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.	Skills Demonstration
4. Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.	Collection of Work & Skills Demonstration
5. Demonstrate confidence in reading and writing by applying these skills effectively in different contexts and for a variety of purposes.	Collection of Work

6. Apply appropriate research, referencing and formatting techniques in formal writing.	Collection of Work
--	--------------------

The original learning outcomes, outlined in the component specification have been mapped to the Minimum Learning Outcomes (MIMLOs) listed above. Therefore, learners will be assessed on and must achieve these MIMLOs, rather than the original learning outcomes.

11c. Guidelines for Assessment Activities

Assessment Technique 1: Collection of Work – 50%

Guidelines for assessors:

The assessor is required to devise assessment briefs and marking schemes for the Collection of Work. 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** MIMLOs.

Assessment briefs should be designed to incorporate Universal Design for Learning (UDL) principles to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate.

Assessment Overview

The Collection of Work accounts for 50% of the overall weighting of the module. This assessment technique should give the learner the opportunity to develop a range of communication skills namely writing, research abilities, reading comprehension and digital literacy skills. The assessment activities should provide the opportunity to evaluate the learner's understanding and ability to apply these skills across various contexts.

Assessors are encouraged to limit the number of assessment activities and where appropriate should identify opportunities to integrate interconnected activities within the module itself, as well as identifying opportunities for integration of assessments from other modules.

In order to provide the learner with the opportunity to achieve all MIMLOs, the Collection of Work **must** include the following:

- Formal & Informal Writing activity (or activities) to achieve
MIMLO 1: Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

MIMLO 5: Demonstrate confidence in reading and writing by applying these skills effectively in different contexts and for a variety of purposes.

MIMLO 6: Apply appropriate research, referencing and formatting techniques in formal writing.

Guidance on how to approach the assessment of this technique has been provided in Appendix B. This includes the provision of sample assessment activities where opportunities are available to provide choice and/or alternative assessments to reduce the workload for the learner. In addition, Appendix B provides Sample Marking Sheets to illustrate how assessors can break down marks further within the activities.

Appendix B also provides a comprehensive set of examples on how to identify and integrate assessment activities within the module.

Additional Guidelines for assessors:

What Must Be Incorporated

MIMLO 1: Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

MIMLO 5: Demonstrate strong reading and writing skills by applying them effectively in different contexts and for a variety of purposes.

MIMLO 6: Apply appropriate research, referencing and formatting techniques in formal writing.

Time allocated to complete the assessment:

The assessment should be completed within an allocated timeframe ensuring ample opportunity for preparation and research. Flexible approaches should be used to accommodate diverse learning needs.

Scheduling of the Assessment:

The assessment should be scheduled at a time that allows learners ample opportunity to develop their communication and digital literacy skills.

Learners should be informed of an assessment at least 3 weeks in advance to ensure ample preparation time.

A briefing session should be provided before the assessment to clarify expectations and provide guidance on how to structure the assessments.

Equipment or Facilities Required:

Access to library resources/academic databases (as required).

Computer with internet access for digital research (as required).

Word processing software e.g., Microsoft Word, Google Docs or equivalent (as required).

Access to and permissions for the VLE platform for submission (as appropriate).

Options for Format and Presentation of Learner Work:

The assessor will outline possible format options, such as a written document (essay, blog post or report) or for evidence of digital literacy, specific digital tools that should be used for research and writing incorporating Universal Design for Learning principles.

Group vs. Individual Assessment:

Clearly outline how marks are assigned for group work e.g. if group work marks are assigned based on individual performance only.

To ensure quality contribution from each member it is recommended that there are no more than 4 learners per group.

Resources and Materials:

Access to referencing guides and other relevant writing resources for the learner.

Access to assessment rubrics to guide learners as appropriate.

Permissions Required:

Consent for recorded submissions if required.

Assessment Technique 2: Skills Demonstration – 50%**Guidelines for assessors:**

The assessor is required to devise assessment briefs and marking schemes for the 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** MIMLOs.

Assessment briefs should be designed to incorporate Universal Design for Learning (UDL) principles to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate.

Assessment Overview

The Skills Demonstration accounts for 50% of the overall weighting of the module. This assessment technique should give the learner the opportunity to develop a range of communication skills namely digital literacy, verbal, non-verbal, listening, visual, interpersonal and intrapersonal communication skills. The assessment activities should provide the opportunity to evaluate the learner's understanding and ability to apply these skills across various contexts.

Assessors are encouraged to limit the number of assessment activities, and where appropriate, should identify opportunities to integrate interconnected activities within the module itself, as well as identifying opportunities for integration of assessments from other modules.

In order to provide the learner with the opportunity to achieve all MIMLOs, the Skills Demonstration **must** include the following:

- Oral Presentation activity (or equivalent) to achieve

MIMLO 1: Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.

MIMLO 2: Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.

MIMLO 3: Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

and

- One-on-One Communication Activity and/or Group Meeting/Panel Discussion (or equivalents) to achieve

MIMLO 2: Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.

MIMLO 3: Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

and

- Self-Reflection Activity (or equivalent) to achieve

MIMLO 1: Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.

MIMLO 2: Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.

MIMLO 3: Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

Guidance on how to approach the assessment of this technique has been provided in Appendix B. This includes the provision of sample assessment activities where opportunities are available to provide choice and/or alternative assessments to reduce the workload for the learner. In addition, Appendix B provides Sample Marking Sheets to illustrate how assessors can break down marks further within the activities.

Appendix B also provides a comprehensive set of examples on how to identify and integrate assessment activities within the module.

Additional Guidelines for assessors:

What Must Be Incorporated

MIMLO 1: Critically evaluate digital sources for reliability and relevance across contexts while upholding ethical, professional and legal standards.

MIMLO 2: Employ appropriate verbal, active listening and responsiveness skills and evaluate their effectiveness across varied settings.

MIMLO 3: Apply appropriate non-verbal and visual communication skills and analyse their effectiveness across various settings.

MIMLO 4: Develop and apply effective interpersonal and intrapersonal skills across diverse settings and analyse their impact on personal and professional interactions.

Time allocated to complete the assessment:

The assessment should be completed within an allocated timeframe ensuring ample opportunity for preparation and research. Flexible approaches should be used to accommodate diverse learning needs.

Scheduling of the Assessment:

The assessment should be scheduled at a time that allows learners ample opportunity to develop a range of communication and digital literacy skills.

Learners should be informed of an assessment at least 3 weeks in advance to ensure ample preparation time.

Assessors should ensure that the assessments do not clash with other work in the learners' schedule.

A briefing session should be provided before the assessment to clarify expectations and provide guidance on how to structure the assessments.

Learners should be encouraged to engage with assessors for feedback before final submission.

Equipment or Facilities Required:

Recording materials.

Projector or screen for presentations.

Audio-visual recording devices and/or online recording & screen-sharing capabilities (as required).

Video conferencing platform (e.g., Zoom, Microsoft Teams or equivalent) (as required).

Access to library resources/academic databases (as required).

Computer and/or stable internet access (as required).

Word processing software e.g., Microsoft Word, Google Docs or equivalent (as required).

Access to and permissions for the VLE platform for submission (as appropriate).

Options for Format and Presentation of Learner Work:

The assessor will outline possible format options. Ideally, the interactive skills demonstration should be conducted in-person and performed in a controlled environment, such as a classroom, meeting room, workplace or simulated work environment. In certain circumstances permitted by the educational provider e.g., blended delivery, the assessment may be conducted in-person online with the controlled environment being an appropriate online platform.

Group vs. Individual Assessment:

Clearly outline how marks are assigned for group work e.g. if group work marks are assigned based on individual contribution and performance only.

To ensure quality contribution from each member it is recommended that there are no more than 4 learners per group.

Resources and Materials:

Access to referencing guides and other relevant writing resources for the learner.

Access to assessment rubrics to guide learners as appropriate.

Permissions Required:

Consent for recorded submissions if required.

11d. Eligibility for Certification

Learners are eligible for certification when they have demonstrated the achievement of all MIMLOs.

12. Grading

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

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

13. Assessment Criteria - Learner Marking Sheet(s)

Note: For individual assessment marking sheets, refer to the sample marking sheets in

Individual Learner Marking Sheet Communications 6N1950		Learner Name:	
		Maximum Mark	Learner Mark
Assessment Technique 1: Collection of Work		50	
Total Marks Assessment Technique 1		50	
		Maximum Mark	Learner Mark
Assessment Technique 2: Skills Demonstration		50	
Total Marks Assessment Technique 2		50	
Total Marks		100	
Assessor's Signature:		Date:	
External Authenticator's Signature:		Date:	