



Module Descriptor **Communications**

Award Type: Minor
Award Level: 4
Award Code: 4N0689
Validation date 10th July 2012

Revision 1.0

Module Descriptor

Purpose: The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to communicate verbally and non-verbally in routine everyday tasks, and in work-related tasks while under supervision.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **150 hours**.

Learning Outcomes: By the end of this module, the learner will be able to

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

Key Learning Points

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

Key Learning Points

- Outlining a range of popular information and communications technologies currently used in the home, learning environment and workplace, and describing the key features of each, to include personal computers, digital, mobile and internet technologies.
- Outlining the positive and negative impacts of a range of popular information and communications technologies used in the home and socially.
- Outlining the positive and negative impacts of a range of popular information and communications technologies in the learning environment.
- Outlining the positive and negative impacts of a range of popular information and communications technologies in the workplace.

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

Key Learning Points

- Outlining the key employee duties while at work under section 13 of the Safety, Health and Welfare at Work Act 2005.
- Outlining the key employer duties under section 8 of the Safety, Health and Welfare at Work Act 2005.
- Identifying relevant individual and employer responsibilities relating to health and safety and welfare at work, to include manual handling, accident reporting, risk assessment and protective clothing.
- Outlining the responsibilities of employers to prevent harassment in the workplace under the Employment Equality Acts 1998-2008.
- Outlining the employer and employee responsibilities relating to bullying at work as stated in the *Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work*, Health and Safety Authority, 2007.
- Explaining the need for copyright regulations to protect intellectual property rights.
- Outlining the key individual rights protected by the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

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

Key Learning Points

- Making effective use of appearance, text, font style and size, colour, images and

graphics to convey short, informative or persuasive messages to identified audiences and environments; for example, using visual signage in hazardous environments such as building sites.

- Selecting appropriate visual aids, such as charts, graphs, tables, diagrams or illustrations, and using them to convey a message effectively.
- Demonstrating how body language, including posture, eye contact and facial expression, can have a positive or negative impact on verbal communication.

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

Key Learning Points

- Recognizing and responding appropriately to familiar graphical devices used in the workplace, home, public buildings and public spaces.
- Extracting accurate information from simple statistical data presented visually, for example basic bar charts, pie charts and graphs.
- Using a map to plan a route.
- Correctly identifying branding features, such as logos, brand colours and other graphical devices, in an advertisement and explaining why they are used.
- Reviewing a music video and identifying the message it seeks to portray.

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

Key Learning Points

- Using appropriate body language, including eye contact, when listening to verbal contributions from others.
- Taking accurate notes to demonstrate effective listening skills.
- Asking questions to clarify or confirm understanding.
- Summarizing the main points of explanations, presentations or talks (spoken and audio-visual).
- Responding to comments, questions, requests for information and instructions in a way that is appropriate for the speaker, medium and context.

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

Key Learning Points

- Skimming a text to identify the main points.
- Scanning a text to find a specific piece of information.
- Outlining the key points of descriptive, explanatory and persuasive texts.
- Identifying the purpose of a text.
- Identifying the points of view expressed in an opinion piece.
- Summarizing information from longer documents.

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

Key Learning Points

- Recording the main points of a discussion or meeting.
- Reading critically to evaluate and compare information, ideas and opinions from different sources.
- Summarizing the main points of texts related to vocational areas.
- Distinguishing between fact and opinion.
- Identifying opinions expressed in a text and responding.

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

Key Learning Points

- Spelling correctly words used most often in work, studies and daily life, including familiar technical words.
- Punctuating sentences correctly and using punctuation accurately (for example, commas, apostrophes and inverted commas).
- Employing proofreading and revising for accuracy and meaning.
- Writing notes to plan and draft responses on paper and online forms.
- Writing, or using a word processor to write, work-related reports, letters, memos and minutes.

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

Key Learning Points

- Speaking clearly and confidently in a way that suits the audience, environment, purpose and situation.
- Making requests and asking questions to obtain information in a one-to-one context.
- Taking part in a discussion with peers and contributing with relevant comments and questions.
- Presenting a short persuasive talk to a group, presenting information in a logical sequence and responding appropriately to any questions to clarify or confirm understanding.
- Using appropriate body language for a formal interview.

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

Key Learning Points

- Planning and drafting written messages with appropriate style, vocabulary, structure and length for communication via an identified medium.
- Drafting key messages on a topic and conveying them in a role-play interview.

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

Key Learning Points

- Identifying another user to communicate with from work, family, friends or the learning environment.
- Identifying the main points of the 'message' to be communicated
- Selecting an appropriate communications or information technology media (for example, blog, Twitter, Facebook, video call, live chat, e-mail) for content and audience.
- Planning and developing the 'message' incorporating appropriate style, length, structure and vocabulary for the medium and the audience.

Assessment Specification

Award Title	Communications
Award Type	Minor
Framework Level	4
Award Code	4N0689
Credit Value	15

Assessment No.	Duration	Assessment Details	Weighting	Stage at which assessment takes place
Portfolio	Activity 1: 10 hours Activity 2: 10 hours Activity 3: 20 minutes' preparation 5 minutes speaking Activity 4: 4 hours Activity 5: 10 hours	Five portfolio activities on the subject of planning a business, club or social enterprise.	50%	Assessment should take place after the relevant skills have been developed.
Skills Demonstration 1	15 minutes for written task 10 minutes per learner spoken task	A listening activity on the subject of emigration.	25%	Assessment should take place after the relevant skills have been developed.
Skills Demonstration 2	60–90 minutes	A discussion activity exploring the impact of ICT on communications in the home, workplace and learning environment.	10%	Assessment should take place after the relevant skills have been developed.
Skills Demonstration 3	30 minutes' preparation 10 minutes per interview	A role-play activity based on a mock job interview.	15%	Assessment should take place after the relevant skills have been developed.

Award Classifications

Grades	Standards
Pass	50–64%
Merit	65–79%
Distinction	80–100%

Suggested Learning Methodologies

- discussion activities
- group work and competitive teamwork activities
- internet-based research activities to collect relevant information
- skills demonstration
- listening exercises
- portfolio building
- role-playing

Specific Module Requirements

The following is a recommended list of capital equipment. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager.

- access to the Internet
- relevant maps of local area or access to a map website such as Google Maps
- pens, colouring pencils or markers
- a watch or clock to monitor timing
- access to computers with word-processing software
- access to a colour printer
- speakers or individual headphones
- access to e-mail
- access to a quiet room for speaking and listening activities

Suggested Learning Resources

All of the highlighted curriculum resources mentioned below are available on the Moodle Community Services Curriculum and Assessment (CSCA) web page. You can access the CSCA Moodle web page from this link:
<http://www.ecollege.ie/site/home.html>

The resources focus on a selected range of digital communication tools. These have been chosen to support learners by providing opportunities for them to

practise their reading, writing and interpersonal skills in a useful digital context with real-world relevance.

- **These digital resources are intended to supplement traditional teaching strategies, not to replace them.** Activities using traditional sources of materials such as magazines and newspapers are equally valid.
- All resources have been carefully selected so that **only a basic level of technology skills is required from instructor and learner alike.**

The learning resources fit into three broad categories include the following:

1. 'How to' guides – bespoke, written step-by-step instructions, supported by visual aids, to help a learner to complete an identified task using a specific digital tool.
2. Links to interactive resources – giving access to quality and engaging resources gleaned from a variety of sources across the worldwide web.
3. Paper-based resources to support classroom activities.

Recommended by: _____

Manager, Training Policy Development and Support

Approved by: _____

Director, Training Policy Development and Support