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Module Descriptor
Communications

Award Type: Minor
Award Level: 3
Award Code: 3N0880
FÁS Assessment Code: 3N0880-003
Validation Date: 14th July 2011
Revision 2.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to communicate effectively in familiar social, work and public contexts in one-to-one or in small group situations.

Module Duration: The typical learner effort required to complete the module is 100 hours

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

1. Demonstrate an ability to read, understand and locate information from a variety of texts and written sources.

2. Read with a degree of fluency in order to respond to a limited range of texts of fiction and non-fiction.

3. Demonstrate an ability to use different reading techniques for personal, social and vocational purposes, recognising and identifying bias and genre in a selection of written works.

4. Apply basic skills in writing to support educational, vocational and social development and to carry out everyday tasks.

5. Demonstrate an ability to use writing to support learning.

6. Develop good writing techniques including drafting and re-drafting of work to produce written work which is legible, free of spelling and grammatical errors and which follows agreed style and format (e.g. formal and informal letters).

7. Use the computer as a means of communication and interaction with others, recognising the advantages and disadvantages of using this technology.

8. Participate effectively in activities which require listening, speaking and non-verbal communication skills.

9. Demonstrate an ability to initiate and follow through conversations in different settings and an ability to express opinions and speak coherently on a specific topic.

10. Recognise, interpret and use a range of common signs and symbols and non-verbal messages (including facial expression and body language)

Unit 1 Title: READING

At the end of this unit, the learner will be able to:

1.1 Demonstrate an ability to scan written texts to locate specific information
1.2 Demonstrate an ability to read and understand a limited range of texts
1.3 Demonstrate different reading techniques, including skimming, when reading for personal, social and vocational purposes
1.4 Respond to a limited range of reading material, including fiction and non-fiction
1.5 Identify bias and genre

Key Learning Points

Learning Outcome 1.1: Demonstrate an ability to scan written texts to locate specific information
Key Learning Points
• Searching for information, using alphabetical order • Searching for information, using subject headings, indexes and content pages • Scanning (methodically) a number of reference sources (e.g. reference books, directories, time-tables, TV guides, posters, brochures, and calendars) in order to locate specific information

Learning Outcome 1.2: Demonstrate an ability to read and understand a limited range of texts
Key Learning Points
• Expanding word recognition in order to read with a degree of fluency • Developing the ability to read texts accurately, with sufficient speed, and with understanding (using expression, when reading aloud) • Developing skills in fluency and comprehension through answering questions related to texts

Learning Outcome 1.3: Demonstrate different reading techniques, including skimming, when reading for social, vocational and personal purposes
Key Learning Points
• Skimming a passage of writing, article from a newspaper, advertisement or brochure in order to find out what the topic is about • Reading a poem or short piece of prose for interest or leisure • Answering questions related to text, using techniques for close reading of a text (i.e. reading to find out how to do something or to learn something new)

Learning Outcome 1.4: Respond to a limited range of reading material, including fiction and non-fiction
Key Learning Points
• Making connections with what is read to own experiences in life • Recognising what is fiction and what is non-fiction

Learning Outcome 1.5: Identify bias and genre
Key Learning Points
• Identifying bias and recognising what is opinion and what is fact; recognise some key words used which may influence or bias the reader • Meaning of 'stereotyping' • Identifying different reading genres (which may include: biography, autobiography, poetry, science fiction, historical fiction, fantasy and mystery)

Unit 2 Title: WRITING

At the end of this unit, the learner will be able to:

2.1 Apply basic skills in writing, including drafting, re-drafting and editing of work
2.2 Use writing to carry out everyday tasks, including keeping a journal, filling in forms and writing lists.
2.3 Write personal and formal correspondence
2.4 Write expressively in a range of forms
2.5 Use the computer as a means of communication safely

Learning Outcome 2.1: Apply basic skills in writing, including drafting, re-drafting and editing of work
Key Learning Points
• Planning what is to be written, making rough notes and writing a first draft • Dividing work (if appropriate) into paragraphs • Re-drafting work, correcting spelling, punctuation, sentence structure and grammar. • Revising and make any corrections or changes necessary • Writing final draft clearly and legibly • Applying basic skills in writing to all tasks in this section

Learning Outcome 2.2: Use writing to carry out everyday tasks, including keeping a journal, filling in forms and writing lists
Key Learning Points
• Keeping a journal to include recording learning, commitments, and plans • Filling in a simple form (e.g. driving license, membership of a club, application to join a course, basic application form) • Writing a list as a reminder (e.g. shopping list, 'To Do' list)

Learning Outcome 2.3: Write personal and formal correspondence
Key Learning Points
• Using correct format when writing formal and informal notes • Using correct format for personal correspondence, including address, date, opening greeting and closure and clearly defined paragraphs • Writing neatly, using clear, legible handwriting • Using correct format for formal correspondence, including appropriate opening and closure and clearly defined paragraphs. • Typing up a formal letter, using correct layout

Learning Outcome 2.4: Write expressively in a range of forms
Key Learning Points
• Using writing as a means of expressing feelings, opinions, likes and dislikes • Producing original work • Writing in an agreed style or format which may include poetry, prose, advertisement, personal biography, descriptive writing, short reviews (TV, movie, book, restaurant, painting)

Learning Outcome 2.5: Use the computer safely as a means of communication
Key Learning Points
• Using technology • Different types of communication technology • Using twitter • Benefits and risks of using communication technology • Good practice when using twitter and other communication technologies

Unit 3 Title: INTERPERSONAL COMMUNICATIONS

At the end of this unit, the learner will be able to:

3.1 Demonstrate effective listening techniques
3.2 Demonstrate effective conversation skills
3.3 Interpret common signs and symbols
3.4 Interpret common non-verbal signals, including facial expression and body language
3.5 Use non-verbal signals to convey a specific message
3.6 Construct a visual aid to demonstrate a point

Key Learning Points

Learning Outcome: 3.1 Demonstrate effective listening techniques
Key Learning Points
• Identifying the 3 components of listening – hearing, understanding and retaining • Identifying barriers to effective listening • Recognising the importance of non-verbal and verbal feedback • Using notes as a means of retaining information • Demonstrating effective listening techniques through two Role Play activities, one of which involves listening to a telephone message and passing it on to the intended person

Learning Outcome: 3.2 Demonstrate effective conversation skills
Key Learning Points
• Recognising the importance of facial expression and body language in interpersonal communication • Using the correct tone and pitch in conversations with one or more individuals • Initiating, following through and closing a conversation • Demonstrating effective conversation skills through Role Play, including empathy and acceptance • Expressing opinions / point of view in a conversational, non-confrontational manner • Preparing for and speaking to a small group on a specific topic • Using questioning techniques for formal and informal purposes to confirm understanding • Knowledge of vocabulary used in a range of public contexts to include personal health care, working life and financial transactions • Use of vocabulary used in a range of public contexts

Learning Outcome: 3.3 Interpret common signs and symbols
Key Learning Points
• Examining why signs and symbols are used • Examining the meanings behind a selection of common signs and symbols • Explaining the meaning behind a selected number of common signs and symbols

Learning Outcome: 3.4 Interpret common non-verbal signals, including facial expression, body language and visual images
Key Learning Points
• Recognising the importance of facial expression and body language in interpersonal communication • Identifying 6 universal facial expressions • Identifying the messages behind selected types of body language including body language, clothing, colour, gesture • Finding two examples of effective visual communication in each of the following categories: advertisements, photographs, paintings, cartoons, maps • Selecting preferred image in each of the categories and say what is effective about each of the images

Learning Outcome: 3.5 Use non-verbal signals to convey a specific message
Key Learning Points
• Demonstrating understanding of how to use non-verbal signals effectively, using eye contact / body language / posture / props • Giving three messages to group using three different types of non-verbal signal

Learning Outcome: 3.6 Construct a visual aid to demonstrate a point
Key Learning Points
• Designing a visual aid for a specific purpose • Using symbols / visual images / colour appropriately • Communicating effectively through medium of visual aid

Assessment Specification

Award Title	**Communications**
Award Type	**Minor**
FÁS Assessment Code:	**3N0880-003**
Credit Value :	**10**
Award Code*:*	**3N0880**

Module Learning Outcome	**Performance Criteria (Knowledge, Skill & Competence**	**Assessment Techniques**	**Weighting**	**Assessment Instrument**	**Assessment Evidence**
L01	Knowledge, Skill	Portfolio	10%	Exercise E1	Exercise Sheet
L02	Knowledge, Skill	Portfolio	10%	Exercise E2	Exercise Sheet
L03	Knowledge, Skill, Competence	Portfolio	10%	Exercise E3	Exercise Sheet
L04	Knowledge, Skill	Portfolio	2%	Exercise E4	Informal Letter
L04	Knowledge, Skill	Portfolio	2%	Exercise E5	Formal Letter
L04	Knowledge, Skill	Portfolio	2%	Exercise E6	Exercise Sheet & Creative piece of writing
L05	Knowledge, Skill, Competence	Portfolio	5%	Activity A1	Learning Journal
L06	Knowledge, Skill, Competence	Portfolio	3%	Exercise E4	Informal Letter
L06	Knowledge, Skill, Competence	Portfolio	3%	Exercise E5	Formal Letter
L06	Knowledge, Skill, Competence	Portfolio	3%	Exercise E6	Exercise Sheet & Creative piece of writing
L06	Knowledge, Skill, Competence	Portfolio	5%	Activity A1	Learning journal
L07	Knowledge, Skill, Competence	Portfolio	10%	Exercise E7	Exercise Sheet

Module Learning Outcome	Performance Criteria (Knowledge, Skill & Competence	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L08	Knowledge, Skill, Competence	Portfolio	5%	Activity A2	Activity sheet and video/photo evidence
L08	Knowledge, Skill, Competence	Portfolio	5%	Activity A4	Activity sheet and video/photo evidence
L09	Knowledge, Skill, Competence	Portfolio	5%	Activity A2	Activity sheet and video/photo evidence
L09	Knowledge, Skill, Competence	Portfolio	5%	Activity A3	Activity sheet and video/audio evidence
L09	Knowledge, Skill, Competence	Portfolio	5%	Activity A4	Activity sheet and video/photo evidence
L10	Knowledge, Skill, Competence	Portfolio	3%	Exercise E8	Exercise Sheet
L10	Knowledge, Skill, Competence	Portfolio	3%	Activity A5	Video/photo evidence
L10	Knowledge, Skill, Competence	Portfolio	4%	Activity A6	Coat of Arms

Key: A = Activity, E = Exercise

Suggested Learning Methodologies

- Active participation in class work – discussion, group work, asking questions, sharing information
- Note taking
- Reading
- Writing
- Role Play
- Interaction with group
- Skills demonstration
- Listening Exercises
- DVDs
- Maintenance of a Learning Journal

Specific Module Requirements

Computers with internet connection

Suggested Learning Resources

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

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Communications.

At the end of every week the learners will complete a short **Weekly Reflective Shee**t in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Learning Journal A1.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Communications. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Communications. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a number of **Word Searches.**

Generic Skill: Numeracy; Digital; Computer

Learners will practice **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

The learners will practice solving various problems, involving litres, metres etc, set by the instructor**, using the mathematical glossary.**

Learners will develop knowledge of **computer terminology**, using key words and terminology associated with computers.

Generic Skill: Literacy

Learners will gather relevant information, using a variety of methods, such as text books, the internet and class notes, newspaper articles etc, in order to write or type a short description relevant to module:

Generic Skill: Teamwork and Communications

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide.**

Learners will take part in a Teamwork exercise by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the Team Review Sheet after completing the Teamwork exercise.

Role Play:

Learners will take part in a **Role Play** activity in order to improve their listening communication skills. The role plays can be scripted or unscripted

Useful Textbooks and Websites

Clutterbuck, D. 2007. *Everyday English. Practical Activities in Living Language and Communication Studies.* Outside the Box Learning Resources Ltd., Kildare, Ireland.
Constant. C. et al. 2000. *Developing Basic Comprehension Skills*. Heinemann. Oxford.
Harvey, N. 2006. *Effective Communication*. Gill and Macmillan, Dublin.
Murphy, R. 2004. *English Grammar in Use*. Cambridge University Press, Cambridge, U.K.
Prime-Ed. 2007. *Teaching Comprehension Strategies: Developing Reading Comprehension Skills.* Prim-Ed Publishing.

The Oxford Thesaurus of English
The Oxford Large Print Dictionary
The Chambers Dictionary

http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/genres.htm
http://www.suzanne-williams.com/formsof.htm
http://www.irishsurnames.com/lines.htm
http://www.irishsurnames.com/plants.htm
http://www.digiserve.com/heraldry/index.htm

Recommended by: _____
Manager Training Policy Development and Support

Approved by: _____
Director Training Policy Development and Support