

## Component Specification

### Communications

#### NFQ Level 3

#### 3N0880

#### 1. Component Details

<b>Title</b>	Communications
<b>Teideal as Gaeilge</b>	Cumarsáid
<b>Award Class</b>	Minor
<b>Code</b>	3N0880
<b>Level</b>	3
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to use a range of communication skills in familiar social and work or public contexts in one-to-one or in a small group.
<b>Units</b>	The Learning Outcomes are grouped into the following units:  <ol style="list-style-type: none"><li>1 Reading</li><li>2 Writing</li><li>3 Interpersonal Communications</li></ol>
<b>Learning Outcomes</b>	Learners will be able to:  <ol style="list-style-type: none"><li>1 Reading<ol style="list-style-type: none"><li>1.1 Outline a limited range of reading techniques to include scanning, skimming</li><li>1.2 Read a limited range of different texts, including work-related, personal and social or community life material, for a variety of purposes, to include</li></ol></li></ol>

identification of bias, genre, key features, learning context, entertainment

- 1.3 Use a limited range of reading techniques to locate specific information in reference materials and short pieces of text, to include scanning, skimming and reading for more detailed understanding
  - 1.4 Extract the main facts, ideas and opinions from simple written material, to include media articles, information pamphlets, fiction.
- 2 Writing
- 2.1 Use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence
  - 2.2 Write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps
  - 2.3 Interact with others through a limited range of current electronic and social networking technologies taking appropriate consideration of the benefits and risks of such technologies.
- 3 Interpersonal Communications
- 3.1 Interpret common signs, symbols and non-verbal messages to include traffic and road signs, hazard signs, care labels
  - 3.2 Identify the principal factors affecting everyday interpersonal communication, to include effective listening and speaking, body language, social, physical, relational, mood/state of mind, purpose, speech, genre, status
  - 3.3 Use non-verbal signals and visual aids to convey different messages
  - 3.4 Initiate a conversation in different settings to include active listening skills whilst face to face and on the phone, using small talk or ice-breakers, expressing personal opinions, feelings, facts and disagreement
  - 3.5 Narrate observations, events, experience, feedback and procedures using appropriate vocabulary within a small group, to include a story or anecdote, arts or media related issue, a situation of enquiry, local event, conflict or personal concern
  - 3.6 Use questioning techniques for a range of formal or informal purposes, to include learning, and matters of fact, inference, interpretation and fiction

- 3.7 Use the vocabulary appropriate to a range of public contexts, to include personal health care, working life, financial transactions.

## Assessment

### General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

### Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Portfolio / Collection of Work 100%

**Description**

**Portfolio / Collection of Work**

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.*

**Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

**Grading**

'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.

**Specific Validation Requirements**

There are no specific validation requirements for this award

**Supporting Documentation**

None

**Access**

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

**Transfer**

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

**2. FET Award Standards**

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an

award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Knowledge moderately broad in range
	Kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know How & Skill	Range	Demonstrate a limited range of practical and cognitive skills and tools
	Selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence	Context	Act within a limited range of contexts
	Role	Act under direction with limited autonomy; function within familiar, homogeneous groups
	Learning to Learn	Learn to learn within a managed environment
	Insight	Assume limited responsibility for consistency of self-understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*