

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



## **Module Descriptor**

# **Basic Writing Skills**

**Level 3 LF2213**

## Level 3 Module Descriptor

### Summary of Contents

|  |   |
|--|---|
| <b>Introduction</b>                        | Describes how the module functions as part of the national vocational certificate framework.  |
| <b>Module Title</b>                        | Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a> .  |
| <b>Module Code</b>                         | An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.               |
| <b>Level</b>                               | Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.   |
| <b>Credit Value</b>                        | Denotes the amount of credit that a learner accumulates on achievement of the module.   |
| <b>Purpose</b>                             | Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies. |
| <b>Preferred Entry Level</b>               | Recommends the level of previous achievement or experience of the learner.  |
| <b>Special Requirements</b>                | Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.                             |
| <b>General Aims</b>                        | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.   |
| <b>Units</b>                               | Structure the learning outcomes; there may be no units.   |
| <b>Specific Learning Outcomes</b>          | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.  |
| <b>Portfolio of Assessment</b>             | Provides details on how the learning outcomes are to be assessed.   |
| <b>Grading</b>                             | Provides details of the grading system used.  |
| <b>Individual Candidate Marking Sheets</b> | List the assessment criteria for each assessment technique and the marking system.  |
| <b>Module Results Summary Sheet</b>        | Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.  |
| <b>Appendices</b>                          | Can include approval forms for national governing bodies.   |
| <b>Glossary of Assessment Techniques</b>   | Explains the types of assessment techniques used to assess standards.   |
| <b>Assessment Principles</b>               | Describes the assessment principles that underpin FETAC approach to assessment.   |

## Introduction

A module is a statement of the standards to be achieved to gain an FETAC 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 principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC 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.

|          |                              |  |
|----------|------------------------------|--|
| <b>1</b> | <b>Module Title</b>          | <b>Basic Writing Skills</b>  |
| <b>2</b> | <b>Module Code</b>           | <b>LF2213</b>  |
| <b>3</b> | <b>Level</b>                 | <b>3</b>   |
| <b>4</b> | <b>Credit Value</b>          | <b>1 credit</b>  |
| <b>5</b> | <b>Purpose</b>               | <p>This module descriptor is a statement of the standards to be achieved to gain a credit in Basic Writing Skills at Level 3.</p> <p>This module provides opportunities for learners to identify, select, manage and collate evidence of their own learning. They will develop an appreciation of the importance of good writing skills. They will develop a range of core skills which will benefit them in the workplace and provide the basis for life-long learning.</p> <p>This is an optional module on FETAC Level 3 awards.</p>  |
| <b>6</b> | <b>Preferred Entry Level</b> | No previous qualifications are required  |
| <b>7</b> | <b>Special Requirements</b>  | None.  |
| <b>8</b> | <b>General Aims</b>          | <p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> Develop an awareness of the essential role of writing skills</p> <p><b>8.2</b> Acquire writing skills relevant to vocational and personal development</p> <p><b>8.3</b> Understand the basic principles and practices involved in writing skills</p> <p><b>8.4</b> Develop an awareness of written information in day to day work</p> <p><b>8.5</b> Explore the necessary use of writing in job related documentation</p> <p><b>8.6</b> Develop the skills necessary to communicate information in written form to an intended audience</p> |

**9 Units**                      **The specific learning outcomes are grouped into four unit(s).**

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>Writing</b>                           |
| <b>Unit 2</b> | <b>Punctuation</b>                       |
| <b>Unit 3</b> | <b>Spelling</b>                          |
| <b>Unit 4</b> | <b>Using and Understanding Documents</b> |

**10 Specific Learning Outcomes**

**Unit 1**                      **Writing**

*Learners should be able to:*

- 10.1.1**                      Demonstrate ability to write the letters of the alphabet
- 10.1.2**                      Recognise the difference between upper and lower case
- 10.1.3**                      Practice writing skills using appropriate words and phrases to record or present information
- 10.1.4**                      Construct single sentences
- 10.1.5**                      Complete a range of prescribed written tasks

**Unit 2**                      **Punctuation**

*Learners should be able to:*

- 10.2.1**                      Understand the importance of punctuation in the writing process
- 10.2.2**                      Demonstrate ability to punctuate simple sentences using commas and full stops
- 10.2.3**                      Recognise the need to use capital letters at the beginning of sentences
- 10.2.4**                      Recognise the use of capital letter for personal pronoun “I” and also in personal names, towns, cities etc
- 10.2.5**                      Complete a prescribed range of punctuation tasks

### **Unit 3                      Spelling**

*Learners should be able to:*

- 10.3.1                      Recognise the importance of correct spelling on signage in retail outlets
- 10.3.2                      Identify key/ recurring words used in a particular work environment
- 10.3.3                      Demonstrate ability to spell personal key words
- 10.3.4                      Demonstrate ability to spell familiar words relevant to a particular work context
- 10.3.5                      Complete a range of prescribed spelling tasks

### **Unit 4                      Using and Understanding Documents**

*Learners should be able to:*

- 10.4.1                      Identify a number of different forms or documents used in a particular work context
- 10.4.2                      Understand that writing can be structured in different ways
- 10.4.3                      Recognise that layout may vary according to document type e.g.: memo, letter etc...
- 10.4.4                      Demonstrate the ability to complete work related forms/ sheets
- 10.4.5                      Know the importance of writing clearly and legibly
- 10.4.6                      Know that documents can be presented in handwriting or by using computer

## **11                      Portfolio of Assessment**

**Summary                      Collection of Work– The candidate will complete a collection of work in a workbook which will contain a variety of written, numerical and practical tasks relevant to this module.**

## **12                      Grading**

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

|   |  |
|---|--|
| <b>Individual Candidate<br/>Marking Sheet 1</b> | <b>Basic Writing Skills<br/>LF2213<br/>Collection of Work 100%</b> |
|---|--|

**Candidate Name:** \_\_\_\_\_ **PPSN.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

| Assessment Criteria   | Maximum Mark | Candidate Mark |
|---|--------------|----------------|
| <p><b>Writing</b><br/>The candidate will demonstrate the ability to write the letters of the alphabet, distinguishing between upper and lower case. He/ she will provide evidence of writing skills using appropriate terminology to record or present information. He/ she will complete a range of prescribed written tasks using complete sentences.</p> | <b>25</b>    |                |
| <p><b>Punctuation</b><br/>The candidate will demonstrate the ability to punctuate simple sentences using capital letters, commas and full stops; paying particular attention to the personal pronoun "I". He/ she will complete a range of punctuation tasks showing they understand the importance of punctuation in the writing process.</p>              | <b>25</b>    |                |
| <p><b>Spelling</b><br/>The candidate will demonstrate the ability to spell key/recurring/familiar/ personal words used in the retail environment. He/ she will recognise the importance of correct spelling and will complete a range of prescribed spelling tasks.</p>   | <b>25</b>    |                |
| <p><b>Using and Understanding Documents</b><br/>The candidate will identify different forms or documents used in their daily work and demonstrate the ability to complete these forms accurately, clearly and legibly. He/ she will produce evidence of differing formats of document, both hand written and computer printed.</p>                          | <b>25</b>    |                |
| <b>TOTAL MARKS</b><br><i>This mark should be transferred to the Module Results Summary Sheet</i>  | <b>100</b>   |                |

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## **Glossary of Assessment Techniques**

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an 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 candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates 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, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

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

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

## **Project**

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

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

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

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills**

### **Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

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.

## **FETAC Assessment Principles**

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment 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 internal assessors in centres.
- 4** Assessment techniques in FETAC 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** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be 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.