

**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

Personal Effectiveness in the Workplace

Level 5 G20033

September 2002

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	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.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	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.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	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.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	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.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	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.

1	Module Title	Personal Effectiveness in the Workplace
2	Module Code	G20033
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Personal Effectiveness in the Workplace at Level 5. It has been developed as a general studies module and is designed to be taken across a wide range of FETAC certificates.</p> <p>The module is designed to offer the learner the opportunity to develop, practise and gain credit for a range of key generic personal and interpersonal skills which are important in dealing with many situations in the workplace.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 be familiar with the organisation in which they are active</p> <p>8.2 understand their own role within the organisation</p> <p>8.3 appreciate the influence of the organisation on their own day to day activity</p> <p>8.4 develop a range of skills relevant to their daily activity</p> <p>8.5 work effectively within the organisation.</p>

9 Units **The specific learning outcomes are grouped into 6 units.**
Learners must complete units 1 and 2, and may choose two others from units 3-6.

Unit 1 **Organisational Awareness**
Unit 2 **The Individual and the Organisation**
Unit 3 **Problem Solving**
Unit 4 **Presentation Skills**
Unit 5 **Effective Meetings Skills**
Unit 6 **Participating in Groups**

10 Specific Learning Outcomes

Unit 1 **Organisational Awareness**

Learners should be able to:

- 10.1.1** identify the functions and/or departments of a chosen organisation
- 10.1.2** explain the role of each function and/or department
- 10.1.3** develop an organisational chart of the chosen organisation
- 10.1.4** identify with the company/organisation mission
- 10.1.5** identify the external factors influencing the organisation e.g. political, economic, social, technological
- 10.1.6** outline the principles of classical and behavioural organisation theory e.g. Frederick Taylor, Chester Barnard, Elton Mayo
- 10.1.7** differentiate between organisations based on a hierarchical structure, a flat structure, and a matrix structure.

Unit 2 **The Individual and the Organisation**

Learners should be able to:

- 10.2.1** explain their role within the organisation
- 10.2.2** identify people, issues and work practices which influence how they carry out their role within the organisation
- 10.2.3** discuss how their role impacts on the activities of other people within the organisation

- 10.2.4 outline the skills needed to function in their role
- 10.2.5 consider personal strengths and weaknesses in completing their day to day activities
- 10.2.6 develop job satisfaction and plan career development.

Unit 3 Problem Solving

Learners should be able to:

- 10.3.1 distinguish between different types of problems
- 10.3.2 discuss need for information and data gathering in problem solving
- 10.3.3 outline methods for collecting information
- 10.3.4 explain the need for a problem statement
- 10.3.5 construct a problem statement
- 10.3.6 distinguish between ideas generation and problem solving
- 10.3.7 outline the advantages and disadvantages of some analysis methods such as Flowcharting, Pareto Analysis, Fishbone Diagram, 5 Whys
- 10.3.8 analyse a problem using two of the above techniques
- 10.3.9 propose two solutions and probable consequences
- 10.3.10 agree the most effective solution to implement.

Unit 4 Presentation Skills

Learners should be able to:

- 10.4.1 outline the objective(s) to be achieved through a presentation e.g. what you expect people to know, to do
- 10.4.2 prepare the structure of a presentation
- 10.4.3 plan the content of a presentation
- 10.4.4 prepare and use appropriate aids in support of a presentation, such as visual, audio, handouts

- 10.4.5 identify answers to likely questions raised by the presentation
- 10.4.6 design a feedback or evaluation sheet for use at end of the presentation
- 10.4.7 identify room layout and necessary equipment required
- 10.4.8 check room layout and equipment before presentation
- 10.4.9 carry out a presentation
- 10.4.10 interact with the audience and respond to questions during the presentation
- 10.4.11 evaluate their own performance.

Unit 5 Effective Meetings Skills

Learners should be able to:

- 10.5.1 identify different types of meetings
- 10.5.2 outline the key roles of participants e.g. chairperson, secretary, subject expert, general participant
- 10.5.3 outline the role that personal attitude and participation can have on the productivity of meetings
- 10.5.4 identify the difficulties which can affect the conduct of a meeting
- 10.5.5 draw up the agenda of a meeting
- 10.5.6 plan and inform participants of the time, venue and notice of a meeting
- 10.5.7 act as chairperson of a meeting
- 10.5.8 participate in a meeting
- 10.5.9 communicate effectively in a meeting
- 10.5.10 take personal notes or records during a meeting
- 10.5.11 evaluate how the meeting went
- 10.5.12 evaluate their personal contribution to a meeting.

Unit 6 Participating in Groups

Learners should be able to:

- 10.6.1** outline the optimum size for a group to be effective
- 10.6.2** identify the factors contributing to effective groups
- 10.6.3** distinguish between the different roles played by group members
- 10.6.4** identify possible sources of conflict in groups
- 10.6.5** identify barriers to participation in groups
- 10.6.6** specify the groups in which they have participated
- 10.6.7** participate in a group
- 10.6.8** communicate effectively whilst working in a group
- 10.6.9** assess their own strengths and weaknesses in participating in groups
- 10.6.10** evaluate their own participation or experiences of working in a group
- 10.6.11** distinguish between those groups which were effective and those which were not.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Skills Demonstration	60%
	Collection of Work	40%

11.1 Skills

Demonstration:

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills as outlined in the specific learning outcomes.

Candidates will demonstrate **two** of the following skill areas:

- problem solving
- presentation skills
- meeting skills
- participating in groups.

These skills may be assessed at any time throughout the learning process by the internal assessor/supervisor or another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of settings, including real-life, work situations or role-play.

Candidates will submit supporting evidence, where appropriate, as part of the assessment. Audio and video evidence must be provided on tape.

11.2 Collection of Work:


The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes in Units 1 and 2.

The collection will include an organisational profile and a personal profile.

The work may be presented in a variety of media for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

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

Individual Candidate Marking Sheet 1		Personal Effectiveness in the Workplace G20033 Skills Demonstration 60%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
NOTE: Candidates to be assessed in TWO out of four skill areas:		
Problem Solving <ul style="list-style-type: none"> • clear identification of problems • appropriate information collected • problem statement constructed 	15	
<ul style="list-style-type: none"> • advantages and disadvantages of analysis methods outlined • two analysis techniques demonstrated • solutions with likely consequences proposed 	15	
Presentation Skills <ul style="list-style-type: none"> • thorough preparation, setting of objectives, planning of content • clear structure with beginning, middle, end, signposting and linking • venue arranged appropriately, audio-visual equipment checked 	15	
<ul style="list-style-type: none"> • interest sustained, good rapport with audience • questions answered clearly, fully, and to the point • own performance evaluated and feedback accepted 	15	
Meeting Skills <ul style="list-style-type: none"> • acted effectively as chairperson • discussion facilitated, meeting directed through agenda • desired outcome of meeting achieved 	15	
<ul style="list-style-type: none"> • types of meetings and roles of participants identified clearly • positive participation, personal contribution evaluated clearly • notes/records taken as appropriate, outcomes summarised correctly 	15	
Participating in Groups <ul style="list-style-type: none"> • communicated and participated effectively • assessed own strengths and weaknesses accurately • evaluated own participation/experiences clearly 	15	
<ul style="list-style-type: none"> • factors contributing to group effectiveness identified • sources of conflict outlined • roles of other people in group identified 	15	
TOTAL MARKS	60	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

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.

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

Project

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.

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