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

Information and Administration

Level 5  B20144

September 2001

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Describes how the module functions as part of the national vocational certificate framework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>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>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>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.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>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.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>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.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
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.
Module Title: Information and Administration

Module Code: B20144

Level: 5

Credit Value: 1 credit

Purpose: This module is a statement of the standards to be achieved to gain an FETAC credit in Information and Administration at Level 5. The module is designed to be taken across a wide range of FETAC certificates. It is a mandatory module for the National Vocational Certificates Level 5 in Business Studies – Secretarial and Business Studies – Bilingual Secretarial.

This module is designed to provide the learner with the knowledge and practical skills required to operate effectively in an administrative capacity under supervision. The focus is on developing an understanding of how information is processed within organisations and the various systems and methods in use.

Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to the learners interests and needs.

Preferred Entry Level: National Vocational Certificate Level 4, Leaving Certificate or equivalent qualifications and/or relevant life or work experience.

Special Requirements: None.

General Aims

Learners who successfully complete this module will:

8.1 understand the different types of business organisations and the duties and functions of personnel within

8.2 understand how information is processed within an organisation and acquire the skills necessary to perform routine duties
appreciate the purpose of legislation as it applies to the workplace

appreciate the importance of planning and organising work related activities

appreciate the impact of new technology on work practices.

9 Units
The specific learning outcomes are grouped into 4 units.

Unit 1 The Working Environment
Unit 2 Information Processing
Unit 3 Work Planning
Unit 4 Telecommunications

10 Specific Learning Outcomes

Unit 1 The Working Environment

Learners should be able to:

10.1.1 identify the features of different types of organisations e.g. sole traders, partnerships, private limited companies, public limited companies, co-operatives, government bodies

10.1.2 explain the functions of the different departments within an organisation

10.1.3 define the role and duties of various personnel within organisations

10.1.4 design an organisational chart

10.1.5 explain the key aims and objectives of current legislation as it applies to the work place e.g. employment protection, health safety and welfare

10.1.6 explain the purpose and objectives of data protection legislation.

Unit 2 Information Processing

Learners should be able to:

10.2.1 explain the administration function of an office in relation to e.g. receiving, communicating, processing and storing information
10.2.2 list the equipment and resources available for receiving, communicating, processing and storing information

10.2.3 describe the procedure for sorting and routing messages which have accrued overnight

10.2.4 describe the functions of the mailroom and its equipment

10.2.5 sort and route incoming mail

10.2.6 deal with urgent, confidential, personal, recorded and COD mail

10.2.7 identify postal and delivery services available

10.2.8 calculate the cost of posting, nationally and internationally

10.2.9 explain the essential elements of a filing system

10.2.10 classify information for the purpose of paper based manual filing e.g. alphabetical, numerical including an index system, subject, geographical and chronological

10.2.11 file documents appropriately

10.2.12 describe and evaluate systems used for storing information - manual and electronic

10.2.13 explain the following computer filing terms: files, database, records, fields

10.2.14 explain how files are created, stored and retrieved using computer technology

10.2.15 create a manual or computerised database or filing system for a specific purpose

10.2.16 identify correct procedures to prevent unauthorised access to paper based or computerised files or records

10.2.17 explain the benefits of electronic records management systems e.g. computer, micro-filming, computer aided microfilming, optical character reading

10.2.18 identify the different methods of reproducing documents in the office e.g. photocopiers, printers, scanners

10.2.19 describe the features of a range of office reproductive equipment e.g. photocopiers, printers, scanners
10.2.20 use office reproductive equipment efficiently e.g. photocopiers, printers, scanners

10.2.21 collate documents

10.2.22 explain the purpose of trade documents used in business transactions e.g. letter of inquiry, quotation, purchases order, invoice, delivery docket, credit note, debit note, statement, receipt

10.2.23 complete a selection of trade documents – manually or computerised

10.2.24 check these documents for errors and omissions

10.2.25 outline the money transmission services provided by financial institutions

10.2.26 apply appropriate validation checks when accepting payments in various forms e.g. cash, cheques, credit card, direct debit.

Unit 3 Work Planning

Learners should be able to:

10.3.1 explain the importance of maintaining an effective diary management system e.g. prioritising tasks, meeting deadlines

10.3.2 maintain a work based diary e.g. an appointment diary

10.3.3 develop an appropriate plan of action or priority list for a specified time period e.g. day, week, month

10.3.4 identify different types of meetings

10.3.5 explain the role of the chairperson and secretary in planning and conducting a meeting

10.3.6 draft the following: notice, agenda, itinerary

10.3.7 record the minutes of a meeting

10.3.8 extract information from common sources of references e.g. directories, telex, viewdata, teletext, maps, travel timetables, mileage charts, post office guide, expenses chart

10.3.9 prepare an itinerary for a business trip

10.3.10 present information in an attractive and appropriate form.
Unit 4 Telecommunications

Learners should be able to:

10.4.1 identify the various voice and data transmission services currently available
10.4.2 explain the relative advantages and disadvantages of the above transmission services
10.4.3 access information from an external database
10.4.4 extract specific information from the internet
10.4.5 send an email including attachments
10.4.6 reply to an email message received
10.4.7 send a fax
10.4.8 use directories for dialling and costing local, national and international transmissions
10.4.9 use correct telephone techniques
10.4.10 record and relay telephone messages correctly
10.4.11 identify the uses of common generic computer application packages.

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

<table>
<thead>
<tr>
<th>Examination (Theory-Based)</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>30%</td>
</tr>
</tbody>
</table>

11.1 Examination The internal assessor will devise a theory-based examination that assesses candidates’ ability to recall and apply theory and understanding, requiring responses to a range of structured questions. These questions may be answered in different media such as in writing or orally.
The examination will be based on a range of specific learning outcomes and will be 1 hour 30 minutes in duration.

The format of the examination will be as follows:

5 structured questions
Candidates are required to answer 4 (10 marks each).

11.2 Assignment

The internal assessor will devise a brief that requires candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Candidates are required to investigate and analyse a topic(s) appropriate to one or more of the following within an organisation:

- working environment
- information
- telecommunications.

Evidence will include reference to the impact of technology on the workplace and/or work practices.

The assignment 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.

11.3 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills and knowledge as outlined in the specific learning outcomes. Candidates will be observed carrying out at least five tasks e.g.

- recording minutes of a meeting
- sending a fax
- sending an email with attachments
- using correct telephone techniques
- accessing information from an external database
- maintaining a work based diary
- filing documents appropriately
- completing a selection of trade documents.

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Candidate Name: _______________________________ PPSN.: _______________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 structured questions, answer 4 (10 marks each) (Indicate questions answered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question No.:* _____</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>10</td>
<td></td>
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<tr>
<td>_____</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

*The internal assessor is required to enter here the question numbers answered by the candidate.*
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• relevant information collected and appropriately presented</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• understanding and knowledge of chosen topic clearly demonstrated</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• information interpreted accurately</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• comprehensive evaluation of the impact of technology on the work place and/or work practices</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• findings presented appropriately</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Skills Demonstration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of process clearly demonstrated in each of five tasks</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• equipment/resources applied appropriately</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• each task planned effectively</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• each task executed efficiently</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

**Internal Assessor’s Signature:** ___________________________  **Date:** __________

**External Authenticator’s Signature:** ___________________________  **Date:** __________
# FETAC Module Results Summary Sheet

**Module Title:** Information and Administration  
**Module Code:** B20144

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>40</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Maximum Marks per Marking Sheet | | | | | |
|----------------------------------|---|---|---|---|

*Signed:*

**Internal Assessor:** ___________________________  
**Date:** ___________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

- **Grade**
  - **D:** 80 - 100%
  - **M:** 65 - 79%
  - **P:** 50 - 64%
  - **U:** 0 - 49%
  - **W:** candidates entered who did not present for assessment
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.