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.

Consultative Draft Module Descriptor

Work Placement

Level 6 L32622

www.fetac.ie
## Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Describes context and objectives</td>
</tr>
<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</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the award is placed in the National Framework of Qualification, from Level 3 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 the FETAC (NCVA) 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 the 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.
This module aims to provide an opportunity for learners to gain valuable experience of working in an organization for a considerable period of time. It will enable them to facilitate the link between the subject knowledge gained from their course and the realities of the working world, thereby extending their key skills through action learning. It is a statement of the standards to be achieved to gain FETAC credits in Work Placement at Level 6.

Learners will be employed in a work environment for a minimum of 14 weeks (or equivalent).

Preferred Entry Level

None

Special Requirements

None

Learners who successfully complete this module will:

8.1 gain an appreciation of the placement organization, its management and the changing business environment in which it operates

8.2 develop their employability by providing them with an insight into their transferable skills

8.3 review career choices in the light of their work Placement

8.4 gain an appreciation of safety and welfare in the workplace.
9 Units

The specific learning outcomes are grouped into 3 units.

Unit 1 Planning and Preparation
Unit 2 Work Placement
Unit 3 Review and Evaluation

10 Specific Learning Outcomes

Unit 1 Planning and Preparation

Learners should be able to:

10.1.1 specify individual goals for their work placement
10.1.2 prepare relevant documents for seeking work placement: Curriculum Vitae; evidence of successful completion of Level 5 Award (or equivalent); letter of application; College letter detailing the work placement scheme
10.1.3 research different aspects of the work environment, the context in which the placement is based, health and safety regulations, dress code and hours of work
10.1.4 ensure that the work to be undertaken in the placement is at an appropriate level and complexity to allow satisfactory completion of the assessment.

Unit 2 Placement

Learners should be able to:

10.2.1 undertake duties associated with a full-time employee
10.2.2 develop the skills necessary to integrate into a workforce e.g. communication; teamworking; problem solving; adaptability; reliability and punctuality
10.2.3 establish positive working relations with colleagues showing sensitivity to the needs of others and practicing confidentiality about the organisation and its employees and clients
10.2.4 evaluate the working conditions with reference to:
hours of work; rate of pay; career development opportunities etc.

Unit 3 Review and Evaluation

Learners should be able to:

10.3.1 critically evaluate and appraise their work Placement in the light of previously stated goals, personal qualities and prior career aspirations

assess critically the organizational function in the work placement under the following headings: Delegation; Clarity of Relationships; Lines of Authority

10.3.2 thoroughly research the career opportunities

10.3.3 devise strategies for coping with the challenges associated with working in an unfamiliar environment.

10.3.4 explore the opportunities for potential employment in the context of own experience and Supervisor’s report.

11 Assessment

Summary Portfolio of Coursework

11.1 Technique Portfolio of Coursework

Mode Centre based with FETAC moderation

Weighting 100%

Components Portfolio of coursework to include:

  Evidence of planning 15%
  Log/Journal/Report from workplace 15%
  Review of Placement 40%
  Supervisor’s Report 30%

11.1.1 Evidence of Planning and Preparation
A complete portfolio of all arrangements and documents required for the work placement. It should include:

**Personal:** A letter of recommendation from college tutor detailing the fulfillments required by the learner from the work Placement; skills audit; insurance details.

**Professional:** Letter of application; curriculum vitae; correspondence with work placement

### 11.1.2. Log/Journal/Report

A record covering the following aspects of the learner’s experience in the workplace:

- description of work undertaken
- challenges, personal and professional
- positive aspects, personal and professional
- new skills learned
- actions to be undertaken in the short term
- reflection on experience

The log/journal/report may be presented:
In writing in the form of a journal/log or report. It should be typed and bound.

### 11.1.3. Review of Work Placement

A structured report on the work placement experience (2,000 – 3,000 words approximately). Visual aids such as charts, diagrams etc., should be used where appropriate.

The report should have **three** sections:

1. An overall description of the organisation, including its size, number of employees, health and safety strategies etc.

2. A detailed description of the work undertaken by the learner throughout the course of the placement.

3. A critical reflection of the learner’s work Placement, extracting key learning points; how the experience can contribute to their personal and professional development and a personal development action plan for the medium term future.
11.1.4 Supervisor’s Report

This should include two items:

A letter/statement from the employer confirming successful completion of the work placement.

A reference for the candidate
or
A completed supervisor’s report
or
Tutor’s report based on visits/telephone conversations with the workplace supervisor

The report from the workplace supervisor may be supplemented by comments from the course co-ordinator.

12 Performance Criteria

12.1 Portfolio of Coursework

The performance criteria are detailed in the accompanying guidelines to the Individual Candidate Marking Sheet.

13 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 – 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 – 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>11.1.1 Evidence of planning</strong></td>
<td>15</td>
</tr>
<tr>
<td>Extensive range of evidence, showing planning for all contingencies</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>11.1.2 Log/Journal/Report from workplace</strong></td>
<td>15</td>
</tr>
<tr>
<td>-regular weekly reports</td>
<td></td>
</tr>
<tr>
<td>-factual, detailed description, including challenges, positive aspects, learning and action plans</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>11.1.3 Review of Placement (2,000 – 3,000 words)</strong></td>
<td>12</td>
</tr>
<tr>
<td>Description is detailed, with comprehensive analysis</td>
<td></td>
</tr>
<tr>
<td>Description is full and clear, showing understanding of the industry and its practices</td>
<td></td>
</tr>
<tr>
<td>Shows careful and critical thought on personal and vocational experience, learning described, future plans outlined</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>11.1.4 Workplace Supervisor’s Report</strong></td>
<td>15</td>
</tr>
<tr>
<td>Successful completion of minimum of 14 weeks</td>
<td></td>
</tr>
<tr>
<td>-reference/supervisor’s report – participation, interest, interpersonal skills, aptitude, vocational skills, quality of work</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

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

Internal Assessor’s Signature: ___________________________ Date: ___________

External Examiner’s Signature: ___________________________ Date: ___________
NCVA Module Results Summary Sheet

Module Title: Work Placement
Module Code: L32622

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Mark Sheet 3</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 NCVA Module Results Sheet issued to centres before the visit of the external examiner.

<table>
<thead>
<tr>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 e.g. 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/sketchbook 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.