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

Supervisory Management

Level 6

www.fetac.ie
### Level 6 Module Descriptor

#### Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate.</td>
</tr>
<tr>
<td><strong>Module Code</strong></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><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></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><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></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><strong>General Aims</strong></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><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></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><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></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><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin the 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: Supervisory Management

Module Code: L32199

Level: 6

Credit Value: 1 credit

Purpose: This module is a statement of the standards to be achieved to gain a FETAC credit in Supervisory & Management Skills at Level 6.

The module is designed to provide the learner with the knowledge, practical skills and understanding required to operate effectively as a Supervisor or Line Manager.

Preferred Entry Level: Level 5 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

Special Requirements: Candidates should have organisational support and ongoing access to appropriate supervision practice experience in the workplace.

General Aims:

Learners who successfully complete this module will:

8.1 acquire the theoretical knowledge enabling them to understand the role and responsibilities of a supervisor
8.2 acquire a range of supervisory and management skills
8.3 develop good interpersonal communication skills
8.4 demonstrate the confidence to deal with a variety of challenging situations
8.5 develop good work practices appropriate to their role as supervisor/line manager.
The specific learning outcomes are grouped into 4 units.

Unit 1 Supervisory Management
Unit 2 Operational Planning
Unit 3 Team Leadership
Unit 4 Organisational Skills

Specific Learning Outcomes

Unit 1 Supervisory Management

Learners should be able to:

10.1.1 understand key concepts, principles and practice in supervisory/line management
10.1.2 critically evaluate different approaches to supervision practice e.g. peer supervision, one-to-one supervision, group supervision
10.1.3 build a pattern of effective communication and problem solving to give greater flexibility
10.1.4 distinguish between different models of supervision and choose the most appropriate model for a context
10.1.5 relate supervision theory to planning and evaluating practice
10.1.6 demonstrate a range of personal and practical skills used as a supervisor/line manager
10.1.7 develop strategies for overcoming barriers
10.1.8 identify the characteristics and key skills of an effective supervisor/line manager
10.1.9 identify the challenges involved in performing the functions of a supervisor/line manager
10.1.10 recognise the benefits of using interactive management
10.1.11 undertake a training needs analysis and initiate training plans
10.1.12 recognise the importance of good documentation and record-keeping
10.1.13 be familiar with relevant legislation such as employment, health and safety etc.
Unit 2  Operational Planning

*Learners should be able to:*

10.2.1 explain the role of goal and objective setting in operational planning and ensure plans are consistent with the organisation’s objectives, policies, health and safety regulations, and legal requirements

10.2.2 design an operational work plan/project for a fixed period including short-term objectives and Key Result Areas (KRAs) or Scorecards

10.2.3 integrate short-term objectives into a one-week work schedule

10.2.4 take account of relevant past experience, trends and developments and factors likely to affect future uses

10.2.5 implement the work plan

10.2.6 keep appropriate records of progress

10.2.7 critically evaluate implementation in relation to original plan

10.2.8 approach problem solving in a structured and creative way, i.e. use the ‘plan, do, check, act’ circle

10.2.9 evaluate the most appropriate software, planning tools for own business.

Unit 3  Team Leadership

*Learners should be able to:*

10.3.1 understand what teamwork is and how it works

10.3.2 negotiate a work plan/project with team members

10.3.3 deliver a briefing to team members

10.3.4 check for understanding by summarising information and agreed upon actions

10.3.5 motivate team members by enhancing self-esteem

10.3.6 monitor progress of the work plan by establishing follow-up dates

10.3.7 take appropriate action for successful completion of the plan

10.3.8 evaluate the contribution of team members

10.3.9 keep goals clear and performance high by providing consistent positive and corrective feedback

10.3.10 deal with poor performance.
Unit 4 Organisational Skills

Learners should be able to:

10.4.1 explore how the principles of time management affect planning in the work place
10.4.2 plan and organise your own work for a given period based on clear, measurable, realistic and result-oriented objectives
10.4.3 design procedures for a range of activities such as managing the telephone, post, handling paper work, controlling interruptions to work
10.4.4 plan a meeting e.g. notice, agenda, administration and venue etc.
10.4.5 run a meeting by acting as a chairperson or facilitator, keeping time, following the agenda and recording minutes
10.4.6 evaluate a meeting e.g. measure participation, attendance, roles of members
10.4.7 understand the importance of the need to delegate
10.4.8 delegate work to others, e.g. assign tasks, monitor progress, evaluate results
10.4.9 document all elements of the supervision/line management practice.

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 the FETAC.

Summary Skills Demonstration 70%
Assignment 30%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in each of the following skill areas:
• operational planning skills, such as setting goals and objectives, drawing up work plans, problem solving, evaluation
• organizational skills, such as time management, record keeping, running meetings, delegation and interview skills
team leadership skills including communication, interpersonal, appraisal and evaluation skills

The skills will be assessed over a period of time.

Candidates will keep a log of the supervisory/management activities undertaken, with a reflection on their own learning and progress.

Candidates will also provide supporting evidence such as work plans, lists of goals and objectives, records kept, interview notes, meeting minutes etc.

11.2 Assignment

The internal assessor will devise a brief that requires candidates to demonstrate an understanding and application of the full range of specific learning outcomes. Topics could include examining a range of supervisory models within appropriate contexts; examining how a specific model of supervision applies to the learner’s own specific case (case study) and his/her own role as a supervisor/line manager.

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 presented on tape.

12 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>
</tbody>
</table>
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><strong>Supervisory Management</strong></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>• thorough understanding of key concepts and principles of supervisory/line management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear identification of the characteristics and key skills of an effective supervisor/line manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear identification of the challenges involved in performing the functions of a supervisor/line manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of different approaches to supervision practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective communication and problem-solving pattern established</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective demonstration of supervisor/line manager personal and practical skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• detailed undertaking of training needs analysis and appropriate initiation of training plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear recognition of the importance of good documentation and record-keeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear demonstration of familiarity with relevant legislation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear recognition of the benefits of using interactive management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
<td>Candidate Mark</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Operational Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• realistic setting of objectives and goals, KRAs and Scorecards clearly identified</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• effective and realistic work plan drawn up</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• effective implementation process decided, with accurate and timely identification of problems, possible solutions identified</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• detailed recording of work plan progress</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• effective evaluation of progress, both work plan and personal</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Team Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• thorough understanding of teamwork and how it works</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• appropriate roles assigned to team members</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• excellent communication with team members, clear briefing and instructing</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• effective negotiation of decisions, successful resolution of conflicts</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• excellent appraisal and evaluation skills – encouraging, giving feedback, accepting criticism, dealing with poor performance</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Organisational Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• excellent time management procedures developed</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• accurate record keeping, efficient management of meetings</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• appropriate delegation of tasks</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• insightful evaluation of own performance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This mark should be transferred to the Module Results Summary Sheet</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

*Internal Assessor’s Signature: ________________________________ Date: ____________*

*External Authenticator’s Signature: ___________________________ Date: ____________*
### Individual Candidate Marking Sheet 2

**Supervisory Management**  
L32199  
**Assignment 30%**

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>• assignment is well structured and detailed, information is factual, accurate and comprehensive, own experience is included</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• key issues are identified, discussed and explained with clarity, implications explored fully and objectively</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• findings presented clearly, recommendations/conclusions show evidence of critical thinking, shows in-depth understanding of supervisory and management concepts within the learners’ own experiences</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>30</strong></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: Supervisory Management
Module Code: L32199

<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>70</td>
<td>30</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. *A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

**Project**

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.