

**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**

# **Medical Secretarial Terminology**

**Level 5 L20636**

**[www.fetac.ie](http://www.fetac.ie)**

<b>1</b>	<b>Module Title</b>	<b>Medical Secretarial Terminology</b>
<b>2</b>	<b>Module Code</b>	<b>L20636</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit Value</b>	<b>1</b>
<b>5</b>	<b>Purpose</b>	This module has been designed to provide students with the underpinning knowledge and command of medical terminology to carry out, with accuracy and speed, the production of specialist medical correspondence. Each section of the module is based on medical specialities. The vocabulary contains the most common words and abbreviations occurring within the speciality.
<b>6</b>	<b>Preferred Entry Level</b>	<b>Leaving Certificate with grade C in English or Level 4 Certificate or equivalent.</b>
<b>7</b>	<b>Special Requirements</b>	It is expected that students taking this module are already undertaking Level 5 Shorthand or Level 5 Audio Transcription, together with Typewriting, Word Processing Level 5.
<b>8</b>	<b>General Aims</b>	<i>This module aims to enable the students to:</i>
	<b>8.1</b>	Develop an awareness of the importance of communicating accurate information in a medical environment.
	<b>8.2</b>	Recognise the need for understanding commonly used medical terms.
	<b>8.3</b>	Demonstrate ability to spell medical terms and expand recognised medical abbreviations.
	<b>8.4</b>	Develop good organisational skills.
	<b>8.5</b>	Transcribe from recorded speech or shorthand dictation, operating a typewriter or word processor to acceptable business standards.
	<b>8.6</b>	Demonstrate initiative and resourcefulness in responding to the medical profession and the public on matters relating to health issues.
	<b>8.8</b>	Read and transcribe variable quality manuscript and drafts containing medical material.
	<b>8.9</b>	Improve communication skills in dealing with medical personnel and patients.

**9 Units**                      **The learning outcomes are not grouped into units.**

**10 Specific Learning Outcomes**

**The student will be able to:**

- 10.1** Explain a range of commonly used medical terms with accuracy.
- 10.2** Demonstrate the ability to spell medical terms in the context of medical correspondence from recorded speech or transcription from shorthand dictation.
- 10.3** Interpret instructions correctly.
- 10.4** Enhance ability to confidently use correct medical terms orally or in writing.
- 10.5** Demonstrate ability to use a typewriter or word processor efficiently to transcribe material from recorded speech or shorthand dictation.
- 10.6** Recognise the importance of correct usage of medical terms.
- 10.7** Improve technique in spelling through effective use of a medical dictionary.
- 10.8** Demonstrate ability to use MIMS (Monthly Index of Medical Specialities) in order to locate correct spelling of drugs.
- 10.9** Demonstrate competence in producing mailable documents with a medical content with speed and accuracy.
- 10.10** Demonstrate a theoretical and practical knowledge of basic First Aid Practices.

## 11 Assessment

### 11.1 Examination

**Weighting** 75%

**Duration** 1 hour 30 minutes

**Format** 4 questions

**(1) Medical Terminology**

Multiple choice question paper. From 20 questions the student will give definitions for 15 only

**(2) Letter of referral**

To test spelling of medical terms from recorded speech or transcription from shorthand dictation (150 words)

**(3) Letter of discharge**

To test spelling of medical terms from recorded speech or transcription from shorthand dictation (175 words)

**(4) Hospital Departmental Memo**

To test spelling of medical terms from recorded speech or transcription from shorthand dictation (175 words)

The student will be required to present finished work on appropriate stationery

### 11.2 Technique Assignment

**Weighting** 25%

**Components** An assignment based on a hospital. Six hospital departments to be named. An outline of the work of any 2 departments to be given. Name and explain briefly, tests carried out in these departments.

Investigate and report on the role of the medical secretary in one department. Assignment should show evidence of research and should be supported by visual aids where appropriate.

## 13 Grading

<b>Pass</b>	<b>50-64%</b>
<b>Merit</b>	<b>65-79%</b>
<b>Distinction</b>	<b>80-100%</b>

<b>Individual Candidate Marking Sheet 1</b>	<b>Medical Secretarial Terminology L20636 Examination – 75%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_

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

Assessment Criteria	Maximum Mark	Candidate Mark
<p>All questions will assess the broad range of skills detailed in the Specific Learning Outcomes for this module.</p> <p><b>(1) Medical Terminology</b> Each of the 15 questions will be weighted evenly at 1.5 marks each</p> <p><b>(2) Letter of referral</b> Transcribe accurately from dictated material. Set up an attractively displayed letter using headed paper provided.</p> <p><b>(3) Letter of discharge</b> Transcribe accurately from dictated material. Set up an attractively displayed letter using headed paper provided.</p> <p><b>(4) Hospital Departmental Memo</b> Transcribe accurately from dictated material using headed paper provided.</p>	<p>22.5</p> <p>20</p> <p>22.5</p> <p>10</p>	
<p><b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i></p>	<p><b>75%</b></p>	

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

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

<b>Individual Candidate Marking Sheet 1</b>	<b>Medical Secretarial Terminology L20636 Assignment – 25%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_

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

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Required content present</b> <ul style="list-style-type: none"> <li>• Six hospital departments to be named.</li> <li>• An outline of the work of any 2 departments to be given.</li> </ul>	10	
<b>Report on the Role of the Medical Secretary</b> <ul style="list-style-type: none"> <li>• Evidence of Research</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Clarity</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Comprehensiveness</li> </ul>	5	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>25%</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.

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.