

**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

Computer Literacy

Level 3 BF0133

September 1997
*Amended June 2007 to
include Email and Internet*

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Key to Level 3 Module Descriptors

Introduction

A **module** is a self-contained unit of learning. Modules may be followed and assessed alone or in association with other modules.

The FETAC offers certification to candidates who achieve the standards specified in modules approved by FETAC.

This module descriptor describes:

- The purpose and aims of the module
- The knowledge, skills and attitudes which successful learners will achieve on completion of the module
- The standard of work required
- The range of work which candidates are required to submit to FETAC as evidence of their achievements
- How the work should be presented for assessment.

The purpose of this module descriptor is to:

- Provide clear guidelines for centre staff to assist them in planning programmes
- Provide a system of assessment which will allow candidates to demonstrate their achievements.

The overall content of the module and the method of delivery should be planned by centre staff, where possible in consultation with learners, taking into account the assessment requirements outlined in the module descriptor.

1	Title	Computer Literacy
2	Code	BF0133
3	Level	3
4	Value	1 credit
5	Purpose	<p>This module descriptor defines the learning outcomes which are required to achieve competence at pre-vocational level in working with computers.</p> <p>Course providers are encouraged to design programmes which are consistent with these learning outcomes and are relevant to learners' needs and interests.</p> <p>Candidates who are successful at Computer Literacy will be able to use some generic applications, such as Word Processing, Database, Spreadsheets, Email and Internet.</p>
6	Preferred Entry Level	No previous qualifications are required.
7	Special Requirements	None.
8	General Aims	<p><i>Candidates who successfully complete this module will:</i></p> <p>8.1 understand the essential elements of computer hardware and software</p> <p>8.2 operate common computer applications</p> <p>8.3 demonstrate good work habits in the use and care of the computer and related equipment.</p>

- 9 Units** The Specific Learning Outcomes are grouped as four units.
- 1 Computer Operation and Use**
 - 2 Introduction to Word Processing (Software Package A)**
 - 3 Introduction to Software Package B**
 - 4 Introduction to Software Package C**

Software packages B and C must consist of two applications selected from the following:

Database, Spreadsheet, Graphics, Logo, Email, Internet

10 Specific Learning Outcomes

Candidates must achieve all of the following Specific Learning Outcomes:

Unit 1 Computer Operation and Use

- 1.1** Describe the component parts of a computer system.
- 1.2** Identify areas of everyday life where the learner interacts with computers.
- 1.3** Describe the uses of common software applications.
- 1.4** Operate computer, with due attention to safety procedures.

Unit 2 Introduction to Word Processing (Software Package A)

- 2.1** Load a word-processing system.
- 2.2** Key in text to specification.
- 2.3** Edit text.
- 2.4** Enhance text.
- 2.5** Print a document.
- 2.6** Exit from software.

Unit 3 Introduction to Software Package B

- 3.1** Load software.
- 3.2** Navigate package.
- 3.3** Exit from software.

Unit 4 Introduction to Software Package C

- 4.1** Load software.
- 4.2** Navigate package.
- 4.3** Exit from software.

11 Assessment

Candidates present a portfolio of coursework which shows that they have achieved all of the Specific Learning Outcomes.

Portfolio

The portfolio must contain the following:

Individual Assignments:

Three individual assignments

These should be designed by the centre to allow the candidate to show that s/he has achieved all of the Specific Learning Outcomes.

Assignment 1 should show that the learner can carry out basic word processing, including the loading of software, entering new text from typewritten copy and printing out documents. Text should be entered to the following specifications:

- 90% accuracy or fewer than 6 errors
- minimum 2 paragraphs, 50 – 60 words
- alphanumeric text, upper and lower case characters
- basic punctuation (. and ,)
- be relevant to the candidate's needs, interests or current circumstances.

Assignments 2 and 3 should show that the candidate can operate two of the following applications: Database, Spreadsheet, Graphics, Logo. S/he should be able to load software, operate the menu, carry out two operations and print out a sample of the completed operations. Examples of operations may include the following:

- *Database* carry out 2 visual searches on field contents
- *Spreadsheet* sum a column and/or row of numbers using the summation function
- *Graphics* draw and fill in a box or other shape
- *Logo* use 2 commands, forward and right.
- *Email* send and receive an email.
- *Internet* open a URL and navigate through three pages.

A summary of the range of work which may be presented as evidence is given in the Appendix, *Description of Portfolio*.

- 12 Performance Criteria** Performance Criteria provide guidelines on Specific Learning Outcomes and describe the standards which successful candidates must achieve.

For ease of reference, Performance Criteria are itemised alongside the relevant Specific Learning Outcome.

Unit 1

Computer Operation and Use

Specific Learning Outcomes <i>The learner should be able to:</i>	Performance Criteria
1.1 Describe the component parts of a computer system	<p>identify and name different parts of the system: monitor, keyboard, printer, etc.</p> <p>differentiate between the functions of input and output devices</p> <p>explain the functions of common input and output devices: printer, joystick, screen, keyboard, disc drive</p> <p>distinguish between hardware and software.</p>
1.2 Identify areas of everyday life where the learner interacts with computers	<p>give examples of computers which the learner encounters in everyday situations, eg automatic teller machines, videos, game boys, etc.</p> <p>give examples of situations where a computer interacts with another computer.</p>
1.3 Describe the uses of common software applications	<p>name the software applications suitable for a range of uses, eg keeping accounts, writing letters, maintaining files, drawing pictures</p> <p>give examples of how these may be used for work and leisure.</p>

1.4 Operate computer, with due attention to safety procedures

connect with power supply, following appropriate safety procedures

switch on and boot up computer, using procedures appropriate to the system

adopt good posture

close down system, using appropriate procedures

keep computer workspace clear of food and drink at all times

clean the screen regularly.

Unit 2

Introduction to Word Processing (Software Package A)

Specific Learning Outcomes <i>The learner should be able to:</i>	Performance Criteria
2.1 Load a word-processing system	follow procedures appropriate to the system.
2.2 Key in text to specification	using a qwerty keyboard: identify the functions of the essential keys, eg shift, space bar, back space, delete, return enter text use appropriate keys for text layout, tabulation and alignment.
2.3 Edit text	insert and delete characters insert and delete words.
2.4 Enhance text	bold text underline text use italics change font size.
2.5 Print a document	follow the appropriate procedures to print a single-page document check printout to ensure correct alignment.
2.6 Exit from software	follow appropriate procedures to exit from package leave machine in idle mode.

Unit 3


Introduction to Software Package B (Database, Spreadsheet, Graphics, Logo, Email, Internet)

Specific Learning Outcomes <i>The learner should be able to:</i>	Performance Criteria
3.1 Load software	follow procedures appropriate to the system.
3.2 Navigate package	operate menu follow commands on-screen or from manual carry out two operations within the software package print out sample of completed operation.
3.3 Exit from software	follow procedures appropriate to the package leave machine in idle mode.

Unit 4

Introduction to Software Package C (Database, Spreadsheet, Graphics, Logo, Email, Internet)

Specific Learning Outcomes <i>The learner should be able to:</i>	Performance Criteria
4.1 Load software	follow procedures appropriate to the system.
4.2 Navigate package	operate menu follow commands on-screen or from menu carry out two operations within the software package print out sample of completed operation.
4.3 Exit from software	follow procedures appropriate to the package leave machine in idle mode.

Level 3	Individual Candidate Marking Sheet	Computer Literacy BF0133	
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This form is to be copied, completed and attached to the front of each candidate's portfolio.

Candidate's Name: _____ **PPSN:** _____

Specific Learning Outcome <i>The learner can:</i>	SLO (✓)	Evidence Explanatory Information*
1.1 Describe the component parts of a computer system.		
1.2 Identify areas of everyday life where the learner interacts with computers.		
1.3 Describe the uses of common software applications.		
1.4 Operate computer, with due attention to safety procedures.		
2.1 Load a word-processing system.		
2.2 Key in text to specification.		
2.3 Edit text.		
2.4 Enhance text.		
2.5 Print a document.		
2.6 Exit from software.		

(✓) indicates that the candidate has achieved the SLO.

*see Appendix, paragraphs 1, 2 and 3.

CONTINUED OVER

Specific Learning Outcome <i>The learner can:</i>	SLO (✓)	Evidence Explanatory Information*
3.1 Load software.		
3.2 Navigate package.		
3.3 Exit from software.		
4.1 Load software.		
4.2 Navigate package.		
4.3 Exit from software.		

(✓) indicates that the candidate has achieved the SLO. *see Appendix, paragraphs 1, 2 and 3.

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named candidate.

Candidate's signature: _____ **Date:** _____

Assessor's signature: _____ **Date:** _____

External Authenticator's signature: _____ **Date:** _____

Appendix

Guidelines for presentation and recording of evidence for assessment at Level 3.

1 Description of Portfolio

Level 3 portfolios may contain a wide range of evidence which relates to different Specific Learning Outcomes. Evidence may consist of different types of work, such as:

- written assignments, completed worksheets, cloze exercises
- articles, short answer questions
- personal journals, logs, notes of class sessions
- graphics, logos, drawings, diagrams, montage
- photographs, storyboards, maps, plans
- charts, computer print-outs
- objective test answers, questionnaires, checklists
- audio tapes, audio reviews, video tapes
- completed items or artefacts

and

- tutor verification of tasks accomplished and activities carried out.

All evidence presented in the portfolio should be the candidate's own work. Independent achievement of the presented work is encouraged; however, where Assessors have assisted in the production of final evidence, this should be clearly indicated on the finished piece.

2 Completion of Marking Sheets

The Individual Candidate Marking Sheet should be copied from this module descriptor, completed by the Assessor and presented along with other evidence of the candidate's achievements. Specific Learning Outcomes attained by the candidate should be identified with a tick (✓).

The completed marking sheet should be signed by the candidate and the Assessor, indicating that the portfolio contains the candidate's own work.

3 Tutor Verification of Achievements

All the Specific Learning Outcomes achieved by the candidate should be verified by the Assessor. In most cases, where evidence of the candidate's achievements is contained in the portfolio, this will consist of a tick (✓).

However, some work cannot be included in the portfolio, for example:

- if the evidence consists of a demonstration of skill, execution of a task, role play, live performance or other behaviour observed by the Assessor
- if the evidence is perishable, for example foodstuffs.

A brief note from the Assessor in the '*Evidence*' column of the Individual Candidate Marking Sheet should describe the relevant activity, for example 'satisfactory role-play observed'; 'took part in weekly soccer games'.

In some cases the evidence may need to be described in more detail. If so, the written verification should consist of a note in the candidate's portfolio. If the Assessor verification applies to activities carried out by a group of candidates, one note will cover the whole group.

Some Assessors may encourage candidates to complete their own Marking Sheets. This is acceptable provided that their accuracy is verified and guaranteed by the Assessor.

Tutor verification is accepted as the **sole evidence** of a candidate's achievement **only if no other work can be submitted: that is, if the Specific Learning Outcome refers to an observed task or practical activity; or if the evidence is perishable.**

4 Submission of Evidence

All Specific Learning Outcomes in which the candidate has achieved success must be verified by suitable evidence which shows that the learner has reached the required standard. Guidelines on the specifications of evidence for individual modules are given in the **Assessment** section above.

In some cases, a single piece of work can demonstrate that the candidate has succeeded in several Specific Learning Outcomes. This should be clearly indicated on the Individual Candidate Marking Sheet in the '*Evidence*' column.

5 **Group Activity
and
Group Projects**

If the candidate has participated in a group activity, this may be submitted as evidence of achievement, provided that the individual's contribution is summarised on the Individual Candidate Marking Sheet in the column headed '*Evidence*'.

In cases where a group project is undertaken as part of the assessment procedure, the portfolio of each group member should record or contain supporting evidence of their individual contribution to the group task, such as notes, plans, costings, sketches, drafts.

6 **Volume of
Evidence**

Work submitted for assessment should consist of the candidate's *best efforts*. It should demonstrate that s/he has achieved the Specific Learning Outcomes and should comply with specifications outlined in the *Assessment* section. In many instances, it will be unnecessary to submit all the work produced by a candidate during the course.

7 **Assessment
Procedures**

Centre-based assessment: portfolios of coursework are assessed by the course Assessor in his/her own centre. Portfolios which have reached the required standard are submitted for external monitoring on designated dates throughout the year. It is important that Assessors judge carefully that candidates' portfolios are ready to be submitted for external monitoring, since those which do not meet the standard will be referred back to the candidate.

External monitoring: Assessors present the portfolios which they judge have reached the required standard. Portfolios which do not yet meet the requirements are referred back to the candidate for further work.

The process of external monitoring ensures that a national standard is defined and applied to work submitted by all candidates.

Key to Level 3 Module Descriptors

- 1 **Module Title:** gives an indication of the module content. This appears on the candidate's Certificate.
- 2 **Module Code:** a code for each module is assigned by FETAC.
- 3 **Level:** This module descriptor outlines the requirements for Level 3.
- 4 **Value:** most modules have a value of 1 credit. A small number of modules have a value of 0.5 credit or 2 credits.
- 5 **Purpose:** this is a general statement which describes the rationale and context for the module.
- 6 **Preferred Entry Level:** indicates the level of previous achievement or experience which a learner should have in order to start work on the module. No previous qualifications are required for Level 3 modules.
- 7 **Special Requirements:** describes any specific conditions which the centre must provide in order to present candidates for assessment in this module.
- 8 **General Aims:** these are broad statements of the key areas of competence (knowledge, skills, aptitudes) which the learner should develop as a result of following the module.
- 9 **Units:** some modules are sub-divided into groups of related Specific Learning Outcomes.
- 10 **Specific Learning Outcomes:** these describe in detail what the learner should be able to do when s/he has completed the module. These may include practical skills, behaviour, specific knowledge or understanding.
- 11 **Assessment:** this describes the range of work which candidates present as evidence of their achievements.
Technique: at Level 3, assessment is carried out through a portfolio of coursework. Each candidate presents a portfolio containing a selection of work which demonstrates that s/he has achieved success in **all the Specific Learning Outcomes listed**. The type of evidence which may be presented varies according to the module.
- 12 **Performance Criteria:** these provide guidelines on the Specific Learning Outcomes and describe the standards which successful candidates must reach in order to gain credit. For ease of reference, Performance Criteria are listed alongside the relevant Specific Learning Outcomes.
- 13 **Grading:** At Level 3, the achievement of the required standard is indicated by the grade 'successful'.