Component Specification NFQ Level 3

Computer Literacy 3N0881

1. Component Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Computer Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teideal as Gaeilge</td>
<td>Litearthacht Riomhairí</td>
</tr>
<tr>
<td>Award Type</td>
<td>Minor</td>
</tr>
<tr>
<td>Code</td>
<td>3N0881</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credit Value</td>
<td>10</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this award is to equip the learner with the knowledge, skill and competence to describe the role of computers in everyday life and to operate a personal computer safely in a supervised environment.</td>
</tr>
</tbody>
</table>

Learning Outcomes

Learners will be able to:

1. Outline how Information Technology affects everyday life to include social networking, e-commerce, e-Government and e-Learning

2. Explain commonplace Information Technology concepts and terminology relating to computer types, computer hardware, application software, and the internet

3. Describe the health, safety and personal hygiene considerations of working with computers

4. Describe information security considerations including password protection, viruses, and provision of personal details
5 Outline the functions of the main hardware elements of a computer including input, output and storage devices

6 Operate computer hardware by performing all required steps including connecting all required devices, and powering up and shutting down equipment appropriately

7 Use a range keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps lock, and num lock

8 Use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval

9 Apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT environment.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See Policies and Criteria for Validation of Programmes. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the minimum intended programme learning outcomes.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.
Group or team work may form part of the assessment, provided each learner’s achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

**Assessment Techniques**

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI’s assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes must be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio / Collection of Work</td>
<td>60%</td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Portfolio / Collection of Work**

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

**Skills Demonstration**

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.
Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to QQI's Statutory Guidelines for Quality Assurance, the Policies and Criteria for Validation of Programmes and the Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training available at www.qqi.ie

Grading

'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.

Specific Validation Requirements

There are no specific validation requirements for this award.

Supporting Documentation

None

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards must have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of learning outcomes i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

<table>
<thead>
<tr>
<th>AWARD CLASS</th>
<th>STANDARDS</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Award</td>
<td>Certificate Specification</td>
<td>Certificate (Levels 1 to 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Certificate (Level 6)</td>
</tr>
</tbody>
</table>
Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI’s website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

<table>
<thead>
<tr>
<th>NFQ Level</th>
<th>Major Awards Credit Values</th>
<th>Default Credit Values Minor Awards</th>
<th>Other Permitted Minor Award Credit Values</th>
<th>Special Purpose and Supplemental Award Credit Value Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>10</td>
<td>5,20</td>
<td>&gt;5 and&lt;60</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>10</td>
<td>5,15,20</td>
<td>&gt;5 and&lt;90</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
</tbody>
</table>

Guide to Level

Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Knowledge moderately broad in range</td>
</tr>
<tr>
<td></td>
<td>Kind</td>
<td>Mainly concrete in reference and with some comprehension of relationship between knowledge elements</td>
</tr>
</tbody>
</table>
Know How & Skill

Range
Demonstrate a limited range of practical and cognitive skills and tools

Selectivity
Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems

Competence

Context
Act within a limited range of contexts

Role
Act under direction with limited autonomy; function within familiar, homogeneous groups

Learning to Learn
Learn to learn within a managed environment

Insight
Assume limited responsibility for consistency of self-understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI