



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 4

Word Processing 4N1123

1. Component Details

| | |
|---------------------------|--|
| Title | Word Processing |
| Teideal as Gaeilge | Próiseáil Focal |
| Award Type | Minor |
| Code | 4N1123 |
| Level | 4 |
| Credit Value | 10 |
| Purpose | The purpose of this award is to equip the learner with the knowledge, skill and competence to use word processing applications to supervised employment standard. |
| Learning Outcomes | <p>Learners will be able to:</p> <ol style="list-style-type: none">1 Outline typical word processing functions, to include document creation, saving and retrieving and enhancing documents2 State the primary functions and processes involved in creating word documents3 Carry out common word processing functions including creating, naming and locating files and folders4 Use with confidence a word processing application to create and modify text including inserting, copying, cutting, pasting, deleting, finding and replacing |

- 5 Produce a range of printed documents by selecting different printers, changing paper size and orientation and adjusting document margins
- 6 Demonstrate character and paragraph formatting skills to include font type, size, style, colour, tabs, indents, line spacing, alignments, bullets, numbering, symbols, special characters
- 7 Complete object insertion skills including creating a basic table and locating, aligning and re-sizing graphic images
- 8 Carry out a range of editing operations on a document containing proof reader's marks using the spelling checker, thesaurus and grammar tools
- 9 Produce a range of word processing documents including letter, memo and form, to a mailable or publishable standard.

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.

| | |
|-------------------------|-----|
| Examination - Theory | 20% |
| Examination - Practical | 80% |

Description

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Examination - Practical

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.

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 | Pass | 50% - 64% |
| | Merit | 65% - 79% |
| | Distinction | 80% - 100% |
| 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 | Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement. | |

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:

| AWARD CLASS | STANDARDS | AWARDS |
|--------------------|--------------------------------|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |

Minor Award

Component Specification

Component Certificate
(Levels 1 to 6)

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

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|-----------|----------------------------|------------------------------------|---|--|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and <60 |
| 4 | 90 | 10 | 5,15,20 | >5 and <90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------|--|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas |
| Know How & Skill | Range | Demonstrate a moderate range of practical and cognitive skills and tools |
| | Selectivity | Select from a range of procedures and apply known solutions to a variety of predictable problems |
| Competence | Context | Act in familiar and unfamiliar contexts |
| | Role | Act with considerable amount of responsibility and autonomy |

| | |
|-------------------|---|
| Learning to Learn | Learn to take responsibility for own learning within a supervised environment |
| Insight | Assume partial responsibility for consistency of self-understanding and behaviour |

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

