

**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

Word Processing

Level 5 B20032

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

| | |
|--|---|
| Introduction | Describes how the module functions as part of the national vocational certificate framework. |
| Module Title | Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie . |
| Module Code | 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. |
| Level | Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6. |
| Credit Value | Denotes the amount of credit that a learner accumulates on achievement of the module. |
| Purpose | 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. |
| Preferred Entry Level | Recommends the level of previous achievement or experience of the learner. |
| Special Requirements | 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. |
| General Aims | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module. |
| Units | Structure the learning outcomes; there may be no units. |
| Specific Learning Outcomes | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module. |
| Portfolio of Assessment | Provides details on how the learning outcomes are to be assessed. |
| Grading | Provides details of the grading system used. |
| Individual Candidate Marking Sheets | List the assessment criteria for each assessment technique and the marking system. |
| Module Results Summary Sheet | 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. |
| Appendices | Can include approval forms for national governing bodies. |
| Glossary of Assessment Techniques | Explains the types of assessment techniques used to assess standards. |
| Assessment Principles | Describes the assessment principles that underpin FETAC approach to assessment. |

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.

| | | |
|----------|------------------------------|---|
| 1 | Module Title | Word Processing |
| 2 | Module Code | B20032 |
| 3 | Level | 5 |
| 4 | Credit Value | 1 credit |
| 5 | Purpose | <p>This module is a statement of the standards to be achieved to gain an FETAC credit in Word Processing at Level 5.</p> <p>This module is designed to enable learners to develop their word processing skills, understanding and application of word processing software and file management techniques.</p> <p>It is a mandatory module for the Level 5 Certificate in - Business Studies – Secretarial and the Level 5 Certificate in - Business Studies – Bilingual Secretarial.</p> <p>It is designed to be taken across a wide range of FETAC certificates.</p> |
| 6 | Preferred Entry Level | Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences. |
| 7 | Special Requirements | None. |
| 8 | General Aims | <p><i>Learners who successfully complete this module will:</i></p> <p>8.1 acquire a thorough working knowledge of a word processing package</p> <p>8.2 be familiar with an operating system</p> <p>8.3 develop the skills of personal initiative and resourcefulness</p> <p>8.4 develop good work practices in relation to the use of the computer, printer and materials</p> |

| | |
|---------------|--|
| 8.5 | acquire the skills necessary to produce attractive documents to mailable standard. |
| 9 | Units |
| | The specific learning outcomes are grouped into 5 units. |
| | Unit 1 |
| | Unit 2 |
| | Unit 3 |
| | Unit 4 |
| | Unit 5 |
| | Application Management |
| | Text Processing |
| | Tabs and Tables |
| | Mail Merge and Labels |
| | Word Processing Features |
| 10 | Specific Learning Outcomes |
| | Unit 1 |
| | Application Management |
| | <i>Learners should be able to:</i> |
| 10.1.1 | access a word processing package |
| 10.1.2 | create folders and subfolders |
| 10.1.3 | copy files and folders |
| 10.1.4 | rename files |
| 10.1.5 | access file details e.g. size, type, date last modified |
| 10.1.6 | find a file using the search facility |
| 10.1.7 | identify file types e.g. txt, rtf, gif, html |
| 10.1.8 | exit from a word processing package. |
| | Unit 2 |
| | Text Processing |
| | <i>Learners should be able to:</i> |
| 10.2.1 | create documents |
| 10.2.2 | input text |
| 10.2.3 | edit documents e.g. insert, delete, copy |
| 10.2.4 | apply various font effects e.g. type, size, superscript, small caps |

- 10.2.5** enhance text e.g. bold, underscore, colour
- 10.2.6** use a range of line spacings
- 10.2.7** indent text and paragraphs
- 10.2.8** set appropriate margins
- 10.2.9** align text e.g. left, centre, justify
- 10.2.10** create and apply styles
- 10.2.11** use a range of proofing tools e.g. spell check, thesaurus, search and replace
- 10.2.12** use the help facility
- 10.2.13** apply borders and shading
- 10.2.14** apply numbering and bullets
- 10.2.15** insert common international and special characters
- 10.2.16** copy text from one document to another
- 10.2.17** import data from another application e.g. spread sheet, database
- 10.2.18** layout documents in appropriate format e.g. memo, letter.

Unit 3 Tabs and Tables

Learners should be able to:

- 10.3.1** apply tabs
- 10.3.2** create tables
- 10.3.3** use a range of table features e.g. resize, merge cells, insert/delete rows and columns
- 10.3.4** align text in cells e.g. decimal, centre, right
- 10.3.5** apply borders and shading to tables.

Unit 4

Mail Merge and Labels

Learners should be able to:

- 10.4.1** create document with data fields
- 10.4.2** create data file
- 10.4.3** merge data file with document
- 10.4.4** edit data file
- 10.4.5** sort records
- 10.4.6** create single and multiple address labels
- 10.4.7** print address labels.

Unit 5

Word Processing Features

Learners should be able to:

- 10.5.1** insert graphics e.g. pictures, clipart, shapes
- 10.5.2** manipulate graphics e.g. apply borders, resize
- 10.5.3** create headers and footers
- 10.5.4** create and apply templates
- 10.5.5** use screen features, e.g. toolbars, status bar
- 10.5.6** hide, display and customise toolbars
- 10.5.7** select various screen views
- 10.5.8** generate page, column and section breaks
- 10.5.9** produce text in multiple columns
- 10.5.10** save documents as: document, text file, web page
- 10.5.11** use a range of print features e.g. print preview, print single/multiple copies, print specific pages.

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 FETAC

Summary

Collection of Work

100%

OR

Examination (Practical) Assignment

80%

20%

11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes from all units.

The collection will include at least 8 documents.

Each document will require candidates to demonstrate a range of word processing skills.

The following skills must be demonstrated within the collection of work:

- processing text
- editing documents
- enhancing text
- use of proofing tools
- formatting text
- use of tabs and tables features
- use of help facility
- application of templates
- document layout
- application of a range of features
- application of mail merge and labels
- saving and printing documents.

Evidence will be presented:

- in hard copy
- on disk file.

OR

11.1 Examination

The internal assessor will devise a practical examination that assesses candidates' mastery of specified practical skills demonstrated in a set period of time under restricted conditions.

The examination will be based on a range of specific learning outcomes and will be 2 hours in duration.

The format of the exam will be as follows:

4 documents to be completed.

Each document will require candidates to demonstrate a range of word processing skills.

The following skills must be demonstrated within the examination:

- processing text
- editing documents
- enhancing text
- use of proofing tools
- formatting text
- use of tabs and tables features
- use of help facility
- application of templates
- document layout
- application of a range of features
- saving and printing documents.

Evidence will be presented:

- in hard copy
- on disk file.

11.2 Assignment

The internal assessor will devise a brief that requires candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Candidates will be required to produce specified document(s) which provide evidence of:


- mail merge
- labels.

Evidence will be presented:

- in hard copy
- on disk file.

12 Grading

| | |
|-------------|-----------|
| Pass | 50 – 64% |
| Merit | 65 – 79% |
| Distinction | 80 – 100% |

| | | |
|---|---|---|
| Individual Candidate Marking Sheet 1 |  | Word Processing B20032 Collection of Work 100% |
|---|---|---|


Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

| Assessment Criteria | Maximum Mark | Candidate Mark |
|---|--|----------------|
| <ul style="list-style-type: none"> accurate processing and editing of text appropriate text enhancements applied appropriate format applied appropriate layout applied including application of templates correct application of a range of features correct set up and use of tabs and tables appropriate use of word processing tools e.g. spell check, help facility appropriate application of mail merge appropriate application of labels documents appropriately saved and printed | 40 40 40 40 40 40 40 40 40 40 | |
| TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i> | 400 | |

Internal Assessor's Signature: _____ **Date:** _____

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

| | | |
|---|---|--|
| Individual Candidate Marking Sheet 1 |  | Word Processing B20032 Examination (Practical) 80% Assignment 20% |
|---|---|--|

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

| Assessment Criteria | Maximum Mark | Candidate Mark |
|---|---------------------|-----------------------|
| Examination (Practical) | | |
| • accurate processing and editing of text | 40 | |
| • appropriate text enhancements applied | 40 | |
| • appropriate format applied | 40 | |
| • appropriate layout applied including application of templates | 40 | |
| • appropriate application of a range of features | 40 | |
| • appropriate set up and use of tabs and tables | 40 | |
| • appropriate use of word processing tools, e.g. spell check, help facility | 40 | |
| • documents appropriately saved and printed | 40 | |
| Subtotal | 320 | |
| Assignment | | |
| • appropriate application of mail merge | 40 | |
| • appropriate application of labels | 40 | |
| Subtotal | 80 | |
| TOTAL MARKS | 400 | |
| <i>This mark should be transferred to the Module Results Summary Sheet</i> | | |

Internal Assessor's Signature: _____ **Date:** _____

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

Module Title: Word Processing
Module Code: B20032

Module Code: B20032

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.

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.

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.

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