



cetb

Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

Programme Module for

Word Processing

leading to

Level 5 QQI

Word Processing 5N1358

Introduction

This programme module may be delivered as a standalone module leading to certification in a QQI minor award. It may also be delivered as part of an overall validated programme leading to a Level 5 QQI Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. QQI Component Title and Code
3. Duration in hours
4. Credit Value of QQI Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none"> a. Assessment Technique(s) b. Mapping of Learning Outcomes to Assessment Technique(s) c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop the academic and vocational language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 5 Communications and level 5 Mathematics modules with that of other level 5 modules is specifically encouraged, as appropriate.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not

follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

1. Title of Programme Module Word Processing
2. Component Name and Code Word Processing 5N1358
3. Duration in Hours 150 hours (typical learner effort, to include both directed and self-directed learning)
4. Credit Value 15 Credits
5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to equip the learner with the knowledge, skills and competence to use a word processing application to produce documents in a variety of contexts to a mailable and publishable standard whilst working autonomously and under general direction
8. Objectives of the Programme Module <ul style="list-style-type: none">• To enable the learner develop the practical skills required to use a word processing package and to develop their knowledge of file management techniques• To enable the students to produce professional mailable documents• To equip the learner with the skills necessary to use a range of word processing functions• To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to Word Processing through the medium of the indicative content• To enable the learner to take responsibility for his/her own learning

9. Learning Outcomes of Level 5 Word Processing 5N1358

Learners will be able to:

1. Describe a typical word processing application in terms of common uses and features **including** – text manipulation, document formatting, graphics, tabs, tables, mail merge and label printing
2. Identify frequently-used toolbar icons and related functions associated with file handling and text formatting
3. Create documents applying a range of text processing features **including** – margins and line spacing, indenting text and paragraphs, borders and shading, numbering and bullets, copying and pasting text, enhancing text
4. Perform initial document configuration using page setup features **to include** – headers and footers, page numbering, paper size and orientation
5. Use a range of proofing tools **including** – spell check, thesaurus, search and replace
6. Apply file management facilities, **including** – creating files and folders, saving files in different formats, copying files and folders, renaming files, accessing file details, finding files using search facility
7. Apply a range of table features **including** – creating tables, resizing, merging cells, inserting or deleting columns and rows, aligning text, applying borders and shading to tables and sorting table content
8. Create mail merge and labels
9. Use markup capabilities to make track changes to documents
10. Produce a range of different types of documents using common word processing features **including** – manual text formatting, applying styles, creating tables, inserting and manipulating graphics
11. Print mailable documents and labels using a range of print features **to include** – print preview, single and multiple copies, printing specific pages, selecting parameters and adjusting the appearance and positioning of text and graphics
12. Use a word processing application to create a file from a document template by performing all required steps including creating and storing the template, entering data, and printing and storing the file appropriately for subsequent retrieval
13. Improve personal performance by using additional resources such as the help facility to solve familiar and unfamiliar word processing problems

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

1. Describe a typical word processing application in terms of common uses and features including – text manipulation, document formatting, graphics, tabs, tables, mail merge and label printing

- Describe how to change the appearance of a document by text manipulation
- Describe document formatting
- Describe the uses of graphics in a word document
- Understand the uses of tabs e.g. decimal tabs etc.
- Describe the uses of tables
- Describe the uses of mail merge and the benefits of label printing

2. Identify frequently-used toolbar icons and related functions associated with file handling and text formatting

- Employ toolbar functions e.g. delete, bold, italics, underline
- Hide, display and customize toolbars
- Demonstrate clip art, WordArt, pictures, text box, smart art, symbols, shapes
- Resize pictures etc.
- Insert page break
- Change colour and size of font
- Subscript, superscript, drop capital
- Identify menus, tabs etc.
- Insert hyperlink, import data from another package, file type identification

3. Create documents applying a range of text processing features including – margins

and line spacing, indenting text and paragraphs, borders and shading, numbering and bullets, copying and pasting text, enhancing text

- Change margins, set margins
- Line spacing
- Indenting text – hanging paragraphs, side headings, shoulder headings
- Aligning text – left, right, centre, justified
- Borders and shading
- Numbering and bullets
- Copying and pasting
- Enhancing text

4. Perform initial document configuration using page setup features to include – headers and footers, page numbering, paper size and orientation

- Headers, footers, switch from header and footer
- Inserting and aligning page numbers
- Page orientation – landscape, portrait, paper size e.g. A4, A5 etc. page breaks, horizontal and vertical centering of text within a page
- Watermark
- Columns

5. Use a range of proofing tools including – spell check, thesaurus, search and replace

- Spell check, thesaurus, search and replace

6. Apply file management facilities, including – creating files and folders, saving files in different formats, copying files and folders, renaming files, accessing file details,

finding files using search facility

- Create files and folders
- Copy files and folders
- Rename files
- Access file details
- Save files in different formats – 97-2003, 2007, 2010 word document, PDF, RTF
- Search for a file using different criteria e.g. file name, date, etc.

7. Apply a range of table features including – creating tables, resizing, merging cells, inserting or deleting columns and rows, aligning text, applying borders and shading to tables and sorting table content

- Create tables
- Sort data
- Merge and split cells, resize tables
- Align text within cells
- Delete, add rows and columns
- Borders and shading of tables
- Decimal tabs

8. Create mail merge and labels

- Create main letter with merge fields
- Create data file
- Merge data file with document

- Sort records
- Create address labels

9. Use markup capabilities to make track changes to documents

- Review and track changes

10. Produce a range of different types of documents using common word processing features including – manual text formatting, applying styles, creating tables, inserting and manipulating graphics

- Manual text formatting
- Applying styles
- Creating table
- Inserting and manipulating graphics

11. Print mailable documents and labels using a range of print features to include – print preview, single and multiple copies, printing specific pages, selecting parameters and adjusting the appearance and positioning of text and graphics

- Use print preview
- Print single page and multiple pages
- Print specific pages
- Print using select parameters
- Print having adjusted the appearance and positioning of text and graphics

12. Use a word processing application to create a file from a document template by performing all required steps including creating and storing the template, entering data, and printing and storing the file appropriately for subsequent retrieval

- Create a template file for a specified document e.g. letter, agenda, memo, CV, business letter
- Store template for further retrieval

- Enter data to template
- Print the file

13. Improve personal performance by using additional resources such as the Help facility to solve familiar and unfamiliar word processing problems

Use resources such as :

- Help facility
- Reference books
- Websites

To solve word processing problems that are both familiar and unfamiliar to the learner for example:

- how to insert footnotes
- how to insert table of contents
- how to insert different headers/footers for different sections of document

11. Assessment**11a. Assessment Techniques**

Assignment	20%
Examination	80%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Describe a typical word processing application in terms of common uses and features including – text manipulation, document formatting, graphics, tabs, tables, mail merge and label printing	Assignment
2. Identify frequently-used toolbar icons and related functions associated with file handling and text formatting	Assignment
3. Create documents applying a range of text processing features including – margins and line spacing, indenting text and paragraphs, borders and shading, numbering and bullets, copying and pasting text, enhancing text	Examination
4. Perform initial document configuration using page setup features to include – headers and footers, page numbering, paper size and orientation	Examination
5. Use a range of proofing tools including – spell check, thesaurus, search and replace	Examination
6. Apply file management facilities, including – creating files and folders, saving files in different formats, copying files and folders, renaming files, accessing file details, finding files using search facility	Examination
7. Apply a range of table features including – creating tables, resizing, merging cells, inserting or deleting columns and rows, aligning text, applying borders and shading to tables	Examination

and sorting table content	
8. Create mail merge and labels	Assignment
9. Use markup capabilities to make track changes to documents	Examination
10. Produce a range of different types of documents using common word processing features including – manual text formatting, applying styles, creating tables, inserting and manipulating graphics	Examination
11. Print mailable documents and labels using a range of print features to include – print preview, single and multiple copies, printing specific pages, selecting parameters and adjusting the appearance and positioning of text and graphics	Examination /Assignment
12. Use a word processing application to create a file from a document template by performing all required steps including creating and storing the template, entering data, and printing and storing the file appropriately for subsequent retrieval	Examination
13. Improve personal performance by using additional resources such as the help facility to solve familiar and unfamiliar word processing problems	Examination

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes/examination papers, marking schemes and outline solutions for the assignment and the examination. In devising the assessment briefs/examination papers, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Assignment	20%
The assignment may be produced over a period of time as specified as part of the brief	
The assignment will allow learners to demonstrate a knowledge of LO's 1,2,8,11	
<p>The assignment will be in two parts,</p> <ol style="list-style-type: none"> 1. A short exploration of LO1 and LO2 by the learner 2. A practical exercise allowing learners to demonstrate their knowledge of mail merge and label production. <p>1. The tutor should devise a brief that allows the learner to display their knowledge of LO 1 and LO 2 as follows : Learners are required to type a short report (less than 1 page) detailing 2 common uses of Word Processing applications and 4 features of a Word Processing application. Learners should also be provided with a selection of 4 commonly used toolbar icons that are associated with file handling and text formatting for example Bold, Highlight, Indent, Shadow, Save, Open, Print. The learner should insert a brief explanation of the toolbar icon beside the relevant picture.</p> <p>2. The mail merge exercise will require learners to :</p> <ul style="list-style-type: none"> • Create a mail merge document with at least 5 mail merge fields • Create and save a data file with at least 5 records • Merge data file into document • Print merged document • Use previously created data file to print labels <p>Evidence for this assessment technique may take the form of word processed documents. All instructions for the learner must be clearly outlined in an assignment brief</p>	

Examination	80%
Two 1.5 hour exams, each requiring the learner to complete 2 documents.	
<p>The internal assessor will devise 2 practical exams, each of 1.5 hours that assess candidates' mastery of specified practical skills demonstrated in a set period of time under restricted conditions.</p> <p>The examination will cover LO's 3, 4, 5, 6, 7, 9, 10, 11, 12 and 13</p> <p>During each examination the learner will be required to complete 2 documents. Each document will require the learner to demonstrate a range of the specified learning outcomes. The 4 documents in total should allow the learner to demonstrate their knowledge of all of the stated learning outcomes. Tutors can decide how they divide the learning outcomes over each document but they must ensure that all are covered by the examination the learner will have to complete 4 documents.</p> <p>Each document will require candidates to demonstrate a range of word processing skills.</p> <p>In completing these documents learners must be given the opportunity to demonstrate their knowledge of all of the following:</p> <ul style="list-style-type: none"> • Text processing to include – margins, line spacing, indenting text and paragraphs, borders and shading, numbering and bullets, copying and pasting, enhancing text, application of styles (LO 3 and LO 10) • Document configuration to include – headers and footers, page numbering, paper size and paper orientation(LO 4) • Proofing tools to include – spell check, thesaurus and search and replace.(LO 5) • File management skills to include – creating files and folders, saving files in different formats, copying files and folders, renaming files, accessing file details, finding files using search facility (LO 6) • Use of tables to include – creating, resizing, merging cells, inserting/deleting columns and rows, aligning text, applying borders and shading and sorting table content (LO 7 and LO 10) • Use of markup facilities to track changes in documents(LO 9) • Graphics to include – insertion and manipulation (LO 10) • Print features to include – using print preview, single and multiple copies, printing specific pages, selecting parameters eg number of copies, printer name and adjusting the appearance and positioning of text and graphics.(LO 11) • Use of templates to include – creating, storing, retrieving, completing and printing(LO 12) • Use of additional resources eg help facility, reference books, websites to solve at least one familiar and one unfamiliar word processing problem(LO 13) <p>Evidence will be presented both In hard and soft copy</p> <p>All instructions for the learner must be clearly outlined in an examination paper.</p>	

12. Grading

Distinction:	80% - 100%
Merit:	65% - 79%
Pass:	50% - 64%
Unsuccessful:	0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Word Processing 5N1358	Learner Marking Sheet 1 Assignment 20%
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Learner's Name: _____

Assessment Criteria Covering Learning Outcomes 1 and 8	Maximum Mark	Learner Mark
LO 1 <ul style="list-style-type: none"> • 2 common uses of Word Processing applications detailed • 4 features of a Word Processing application detailed LO2 <ul style="list-style-type: none"> • 4 commonly used toolbar icons that are associated with file handling and text formatting explained 	2 4 4	
Mail merge and labels LO's 8 and 11 <ul style="list-style-type: none"> Document created with 5 fields Data file created and saved with 5 records Data merged into document Merged document printed Labels set up from data file Labels printed 	2.5 2.5 1.5 1 1.5 1	
Total Mark	20	

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Word Processing 5N1358	Learner Marking Sheet 2 Examination 80%
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Learner's Name: _____

Assessment Criteria	Maximum Mark	Learner Mark
<p>Two 1.5 hour exams, each requiring the learner to complete 2 documents.</p> <p>Covering learning outcomes 3,4,5,6,7,9,10,11,12,13</p>		
<p>Text processing to include –</p> <ul style="list-style-type: none"> • margins • line spacing • indenting text and paragraphs • borders and shading • numbering and bullets • copying and pasting • enhancing text • application of styles 	14	
<p>Document configuration to include –</p> <ul style="list-style-type: none"> • headers and footers • page numbering • paper size • paper orientation 	8	
<p>Proofing tools to include –</p> <ul style="list-style-type: none"> • spell check • thesaurus • search and replace 	8	
<p>File management skills to include –</p> <ul style="list-style-type: none"> • creating files and folders • saving files in different formats • copying files and folders • renaming files • accessing file details • finding files using search facility 	8	
<p>Use of tables to include –</p> <ul style="list-style-type: none"> • creating • resizing • merging cells • inserting/deleting columns and rows • aligning text • applying borders and shading • sorting table content 	8	

Use of markup facilities to track changes in documents	6	
Graphics <ul style="list-style-type: none"> • Insertion • manipulation 	6	
Print features to include: <ul style="list-style-type: none"> • using print preview • single and multiple copies • printing specific pages • selecting parameters eg number of copies, printer name • adjusting the appearance and positioning of text and graphics 	8	
Use of templates to include – <ul style="list-style-type: none"> • creating • storing • retrieving • completing • printing 	8	
Use of additional resources eg help facility, reference books, websites to solve at least <ul style="list-style-type: none"> • one familiar word processing problem • one unfamiliar word processing problem 	6	
Total Mark	80	

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____