



An Bord Oideachais agus Oiliúna Chathair Átha Cliath
City of Dublin Education and Training Board

Programme Module

Using a Word Processing Application

leading to

Level 3 QQI Component: Word Processing 3N0588

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstrations
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content
- Where there is an opportunity to facilitate learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Using a Word Processing Application	2. Component Name and Code Level 3 Word Processing 3N0588
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique 60% Collection of work 40% Skills Demonstration	6. Specific Requirements None
7. Aims of the Programme Module This programme module aims to provide the Learner with the tools necessary to use some of the facilities and functions available in a word processing application to generate documents of interest to the learner. 8. Objectives <ul style="list-style-type: none"> • to learn about word processing applications, the terminology associated with them, their functions and features. • to use a word processing application to create documents for use in everyday life. • to explore a range of functions in the word processing application and use these to enhance the appearance of the documents produced. 	
9. Learning Outcomes of Level 3 Word Processing 3N0588 The learner will be able to; <ol style="list-style-type: none"> 1. outline the significance of using word processing applications in terms of their common uses and features. 2. explain key terminology associated with word processing including page layouts, page setup, page breaks, text formats, object insertion, print preview, and toolbars. 3. explain the toolbar icons and related functions associated with file handling and text formatting. 4. use a word processing application to modify an existing document using a variety of file save options. 5. create a range of documents for personal or work requirements. 6. use a range of keyboard capabilities including text entry, numeric data entry, keyboard shortcuts, symbol insertion, cursor control, caps lock, and num lock. 7. apply text formatting to include bullets, numbering, change case, apply bold, underline, italics, font, font size, font colour, and text and image alignment. 8. use text editing features including copy, cut, paste, delete, and insert. 9. use simple proofreading tools where available to perform grammar and spell checking. 10. print a document to include print preview, spell and grammar check. 11. use a word processing application to create a file by performing all required steps including accessing the application, setting up the page, entering data using the keyboard and mouse, formatting, printing and storing the file appropriately for subsequent retrieval. 	

Delivery Strategies and Learning Activities






The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.

*In order to help the learner achieve the **Learning Outcomes** consider doing the following:*

Getting Started

- Explore with the learner:
 - The significance of using a word processing application, for example, it allows a person to use a computer to create documents that can be edited and formatted over and over again without having to retype the document from the beginning as one would have to with a typewriter
 - Common uses of word processing applications, for example:
 - creating documents
 - editing existing documents
 - storing documents for future retrieval
 - viewing documents
 - printing documents.
 - Common features of word processing applications, for example:
 - the inclusion in the software application of tools for inserting, formatting, deleting data
 - the inclusion in the software application of tools for copying, cutting and pasting data
 - the inclusion in the software application of tools for setting page layout, font specifications and printing options
 - the inclusion in the software application of tools for checking spelling and grammar.
- Consider with the learner some commonly used terms and terminology associated with a word processing application, for example:
 - page layout
 - page set up
 - page breaks
 - text formats
 - object insertion
 - print preview
 - toolbars
 - icons.
- Review with the learner the file handling icons associated with a word processing application, and their functions, for example:
 -  Open
 -  Save
 -  Save As
 -  New
 -  Close.

Using the word processing application

Facilitate the learner to use a word processing application to produce documents that may be used for work and personal purposes, for example, a formal letter, a C.V., a fax, a memo, a timetable, an addressed envelope, a personal letter, an invitation, other documents of interest to the learner.

- In producing these documents carry out the following steps:
 - access the word processing application
 - set up the page
 - enter data
 - format the text to enhance its appearance
 - print the documents
 - store the file for subsequent retrieval
 - close the application correctly.

Accessing the word processing application

Complete the following tasks with the learner:

- access the word processing application, for example, Microsoft Word, Adobe Acrobat or Microsoft WordPad
- access the application from a shortcut on the desktop and from the Start Menu.

Setting up the Page

Complete the following tasks with the learner:

- alternate between page orientations for different documents, as appropriate, for example, Landscape and portrait
- select an appropriate Size for each document produced, for example, A4, Letter, Envelope
- set the Margins for the top, bottom, left and right of each document.



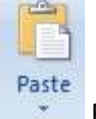



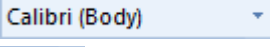

Entering Data




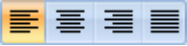






Complete the following tasks with the learner:

- enter data into a new document
- enter data into an existing document using an insertion point
- use the mouse and the arrow direction keys to control the cursor and to get to where the learner wants to enter data
- enter data using the keyboard, for example, text and numeric data
- enter data using the mouse, for example, inserting a picture, shape, clip art or a symbol, for example, €, ©, ™, ½, @, as appropriate to the document
- use the Caps Lock, Shift Key and Num Lock to enter capital letters, symbols and numbers.

Formatting the text to enhance its appearance

- Review with the learner the commonly used word processing icons and their functions, to include:

-  Cut
-  Copy
-  Paste
-  Bold
-  Italic
-  Underline
-  Calibri (Body) Font Name
-  11 Font Size



-  Increase and Decrease Font
-  Font Colour
-  Text Highlight Colour
-  Text and Image Alignment
-  Bullets
-  Numbering
-  Decrease or Increase Indentation
-  Change Case
-  Line Spacing
-  Format Painter
- Facilitate the learner to use these icons to format documents to improve their appearance and clarity
- Facilitate the learner to:
 - use the mouse and the arrow direction keys to control the cursor and to get to where the text is to be formatted
 - use Keyboard Shortcuts to modify your documents, for example,
 - Ctrl X for Cut
 - Ctrl C for Copy
 - Ctrl V for Paste
 - Ctrl Z for Undo
 - Ctrl B for Bold
 - Ctrl U for Underline
 - Ctrl I for Italics
 - use the Delete key to delete data from the documents
 - use the Insert key to insert data over existing data
 - use the Spelling and Grammar check in the word processing application and make any necessary changes to the document



Proof read the documents to ensure correct spelling, grammar and meaning.


Printing the documents



Complete the following tasks with the learner:

-  Print Preview the documents before printing them
-  Print the documents and consider printer settings, for example:
 - select the appropriate printer to use
 - select the number of copies needed
 - select the range of pages to be printed, for example, All Pages, Current Page or a Selection of Pages.

Storing the document for subsequent retrieval


Complete the following tasks with the learner:

-  use the Save As function to save the document on a portable device, for example, a memory stick or a CD
- outline the different locations, in addition to saving to portable devices, where documents may be saved, for example to the Desktop or to a folder on the Hard Drive
- discuss the importance of giving the document an appropriate File Name, for example, to differentiate between different drafts of a document, for ease of retrieval and for speed in retrieving the document

- consider the different “Save as type” formats available in the word processing application, for example, Word Document, Word 97-2003 Document, PDF, Rich Text Format, Plain Text
 - Save a document using these 5 different “Save as type” formats
 - Compare the different versions of the document to see how the “Save as type” selected has modified the document
-  use the Save function to systematically and periodically save work as it is being produced
- outline the reasons for, and the value of, backing up data to a removable storage device
-  close the document once it has been saved.

Exiting the Word Processing Application

Complete the following task with the learner:

- exit the Word Processing Application, for example, using the  Close (Quit) button or by using the Exit option in the application.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration. In devising the Assessment Briefs, care should be taken to ensure that the Learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner's worksheet, diagrams, cloze tests, multiple choice statements, visual presentation or another appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	60%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p>	
<p>The learner will compile a Collection of Work to include a minimum of 5 word processed documents. The collection should include some documents that are work related and some documents for personal use.</p> <p>In producing the documents for the Collection of Work, the learner should demonstrate the following:</p> <ul style="list-style-type: none"> • Different page set-ups, for example, landscape and portrait, different sizes of pages and different settings of margins • Text, numeric, symbol and image entry using both the keyboard (Caps Lock, Num Lock and Shift Key) and the mouse (using the icons, inserting an image, inserting a symbol) • Use of a number of formatting and editing options (Font Name, Font Size, Font Colour, Alignment, Bullets, Numbering, Line Spacing, Format Painter, changing indentations) • Use of the spell and grammar check • Saving a minimum of two of the documents in three different Save as type formats • Printing the documents (all file formats) for inclusion in the collection of work. <p>The documents produced for the Collection of Work should be proof read to ensure they are free from spelling, syntax and similar error.</p> <p>In the Collection of Work the learner will also include evidence of being able to:</p> <ul style="list-style-type: none"> • Outline the significance of using a word processing application • Outline the common uses and features of a word processing application • Explain the key terminology associated with word processing • Explain the functions of the icons associated with file handling, for example, Open, Save, Save As, New and Close. 	
Skills Demonstration	40%
<p>The learner should be allowed a minimum of 30 minutes to complete the demonstration. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p>	
<p>The learner will complete a Skills Demonstration, requiring him/her to complete the following tasks:</p> <ul style="list-style-type: none"> • Access the word processing application • Open the assignment/task document • Input new text into the document in a specified location (minimum of 30 words) 	

- Input numeric data into the document (for example the date or an amount of money)
- Input symbols into the document (minimum of 2 symbols)
- Delete specific data from the document
- Use Cut, Copy and Paste
- Edit text where indicated to include a minimum of 10 edits (for example Bold, Underline, Italic, Bullets, Font Colour etc)
- Proof read and run a spell check and grammar check on the document (minimum of 3 errors to be corrected through proof reading and running the spelling and grammar check)
- Adjust the margins of the document to a specified width at the top, bottom, left and right
- Save the document as a specified name
- Print the modified document
- Close the document and the word processing application.

The learner should be given the assignment/task document in an appropriate format. The document should be at least half an A4 page in length and the required modifications should be shown clearly on the document.

11.b Assessment - General Information – Word Processing 3N0588

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Outline the significance of using word processing applications in terms of their common uses and features.	Collection of Work
2. Explain key terminology associated with word processing including page layouts, page setup, page breaks, text formats, object insertion, print preview, and toolbars.	Collection of Work
3. Explain the toolbar icons and related functions associated with file handling and text formatting.	Collection of Work Skills Demonstration
4. Use a word processing application to modify an existing document using a variety of file save options.	Collection of Work
5. Create a range of documents for personal or work requirements.	Collection of Work
6. Use a range of keyboard capabilities including text entry, numeric data entry, keyboard shortcuts, symbol insertion, cursor control, caps lock, and num lock.	Collection of Work Skills Demonstration
7. Apply text formatting to include bullets, numbering, change case, apply bold, underline, italics, font, font size, font colour, and text and image alignment.	Collection of Work Skills Demonstration
8. Use text editing features including copy, cut, paste, delete, and insert.	Skills Demonstration
9. Use simple proofreading tools where available to perform grammar and spell checking.	Collection of Work Skills Demonstration
10. Print a document to include print preview, spell and grammar check	Collection of Work Skills Demonstration
11. Use a word processing application to create a file by performing all required steps including accessing the application, setting up the page, entering data using the keyboard and mouse, formatting, printing and storing the file appropriately for subsequent retrieval.	Collection of Work

Grading

At Level 3 a Learner is graded as Successful or Referred.






Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

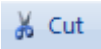





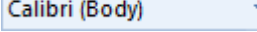




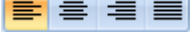






Referred means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from QQI.


Level 3 Word Processing 3N0588
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> If present in portfolio	Please indicate where evidence is to be found
1. Outline the significance of using word processing applications in terms of their common uses and features.	<ul style="list-style-type: none"> • Outline the significance of using a word processing application • Outline common uses of a word processing application • Outline common features of a word processing application. 		
2. Explain key terminology associated with word processing including page layouts, page setup, page breaks, text formats, object insertion, print preview, and toolbars.	<ul style="list-style-type: none"> • Explain the following terminology: <ul style="list-style-type: none"> ○ Page layout ○ Page setup ○ Page breaks ○ Text formats ○ Object insertion ○ Print preview ○ Toolbars. 		
3. Explain the toolbar icons and related functions associated with file handling and text formatting.	<ul style="list-style-type: none"> • Explain the following file handling icons and their associated functions: <ul style="list-style-type: none"> ○  Open ○  Save ○  Save As ○  New ○  Close. • Explain the following text formatting icons and their associated functions: 		

	<ul style="list-style-type: none"> ○  Cut,  Copy,  Paste ○  Bold,  Italic,  Underline ○  Calibri (Body) Font Name,  11 Font Size ○  Increase and Decrease Font ○  Font Colour,  Text Highlight Colour ○  Text and Image Alignment ○  Bullets,  Numbering ○  Decrease or Increase Indentation ○  Change Case ○  Line Spacing ○  Format Painter 		
<p>4. Use a word processing application to modify an existing document using a variety of file save options.</p>	<ul style="list-style-type: none"> ● Save a minimum of two documents in at least three different file formats 		
<p>5. Create a range of documents for personal or work requirements.</p>	<ul style="list-style-type: none"> ● Produce a minimum of 5 documents ● Produce documents that are suitable for personal use or work use 		
<p>6. Use a range of keyboard capabilities including text entry, numeric data entry, keyboard shortcuts, symbol insertion, cursor control, caps lock, and num lock.</p>	<ul style="list-style-type: none"> ● Input text into a document(s) ● Input numeric data into a document(s) ● Input symbols into a document(s) ● Input an image into a document(s) ● Use Caps Lock ● Use Num Lock ● Use Keyboard Shortcuts ● Move the cursor to different parts of a document 		
<p>7. Apply text formatting to include bullets, numbering, change case, apply bold,</p>	<ul style="list-style-type: none"> ● Format the text in the documents by using the text formatting icons and commands as per the list at number 3 above 		

underline, italics, font, font size, font colour, and text and image alignment			
8. Use text editing features including copy, cut, paste, delete, and insert.	<ul style="list-style-type: none"> • Cut data from a document(s) • Copy data from a document(s) and paste it to another location • Delete data from a document(s) • Insert new data into a document(s) 		
9. Use simple proofreading tools where available to perform grammar and spell checking.	<ul style="list-style-type: none"> • Proof read the documents • Use the spelling and grammar check • Make appropriate changes • Ensure the documents are free from spelling error 		
10. Print a document to include print preview, spell and grammar check.	<ul style="list-style-type: none"> • Use Print Preview to confirm that the document is ready for printing • Print the document 		
11. Use a word processing application to create a file by performing all required steps including accessing the application, setting up the page, entering data using the keyboard and mouse, formatting, printing and storing the file appropriately for subsequent retrieval.	<ul style="list-style-type: none"> • Access a word processing application • Set up a page to include using both landscape and portrait settings, changing the margin settings and selecting an appropriate paper size • Enter data using the keyboard and mouse • Format the data appropriately • Print the documents for inclusion in the portfolio for assessment • Save the document in an appropriate file format on either a memory stick or a CD. 		

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

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____