Certificate Specification NFQ Level 5

Office Informatics 5M18294

1. Certificate Details

Title	Office Informatics
Teideal as Gaeilge	Fáisnéisíocht Oifige
Award Class	Major
Code	5M18294
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to receive, store, analyse, secure, research, generate, process and distribute information in a physical or virtual work environment using a range of contemporary communications tools in a variety of collaborative settings or to progress to further and/or higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:

Knowledge

Breadth	Demonstrate a comprehensive understanding of the essential functionality of individual elements within the spectrum of office communications tools including word processors, spreadsheets, databases, presentation software, e-mail and internet web browsers.
Kind	Demonstrate an understanding of the role played by individual communications technologies (including social media) in the support of business productivity and the pursuit of personal goals.

Know How & Skill

Range	Use appropriate office informatics tools to integrate and analyse input from disparate sources to convey a coherent and holistic message to the intended audience.
Selectivity	Build and/or maintain a communications resource framework in which to store information which can be easily accessed to

assist in the implementation of solutions that address both recurring and novel requirements.

Competence

Context	Meet the disparate information communication demands of a wide range of operating environments (such as voluntary/community groups, sole traders, small to medium enterprises and national/multinational companies), in a manner that demonstrates a commitment to consistent high-quality output.
Role	Use their knowledge of office informatics, autonomously or under general supervision, to receive, store, analyse, secure, process, research, generate and communicate information efficiently and effectively while operating as an individual or as a member of a group.
Learning to Learn	Identify areas for development of personal and technical competence in office informatics, and take responsibility for ensuring that development goals are achieved within the context of their operating environment.
Insight	Appreciate the legal, ethical and commercial implications surrounding the handling of information. Assume full responsibility for insight gained from reflection and feedback and the control of personal responses.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

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.

Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

Grading

Pass

Merit

Distinction

The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 120. This will be achieved by completing:

Award Code	Title	Level	Credit Value
All of the following component(s)			
5N0783	Database Methods	5	15
5N1358	Word Processing	5	15
5N1611	The Internet	5	15
5N1977	Spreadsheet Methods	5	15
5N18295	Capstone for Office Informatics	5	15
A minimum credit value of 15 from the following components			
5N1367	Teamworking	5	15
5N0972	Customer Service	5	15
5N1356	Work Experience	5	15

The remaining credit value of 30 can be obtained by using vocationally relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

3. Supporting Documentation

None

4. Specific Validation Requirements

There are no specific validation requirements

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: **www.qqi.ie**.

6. 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 QQI 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.

7. 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

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

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 broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

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