

## Component Specification

### Capstone for Office Informatics

**NFQ Level 5**

**5N18295**

#### 1. Component Details

<b>Title</b>	Capstone for Office Informatics
<b>Teideal as Gaeilge</b>	Comhpháirt Bhuaice i bhFaisnéisíocht Oifige
<b>Award Class</b>	Minor
<b>Code</b>	5N18295
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	This award specification is exclusively associated with the major award in Office Informatics. The award will be available to those learners who have demonstrated knowledge, skill and competence prescribed in this award specification. Specifically award of the capstone minor requires evidence of integrated learning involving the expected learning outcomes specified by all the minors required to qualify for this major and the demonstrated achievement of this major award's expected learning outcomes.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1 Assess how office informatics can add value from the perspective of an individual, an organisation; their resources and competitive position; considering also any personal attributes required to manage information flow appropriately.</li> <li>2 Assess the capabilities of contemporary office informatics tools used in routine communication in work and leisure contexts. The assessment should include a rationale for choosing the most suitable tool</li> </ol>

or combination of tools befitting the situation and/or message.

- 3 Analyse the legal, ethical and commercial implications for an individual and an organisation of factors affecting the management of information. Such factors include: data protection legislation, copyright law, confidentiality, data security (account, application and file security), encryption, virus protection and the role of backups in the protection of electronic assets.
- 4 Demonstrate proficiency in personal communications skills: awareness of visual (non-verbal) cues, verbal interactions suited to different contexts, questioning techniques, reception and delivery of feedback, active listening and control of personal response
- 5 Apply drafting, proofreading and editing skills to produce a range of communications (e.g. documents, messaging, social media) that follow the conventions of language usage (spelling, punctuation, syntax), drawing from the mandatory modules to include creative writing, business proposals, correspondence, reports, memoranda, minutes, and presentations.
- 6 Demonstrate proficiency in integrating office informatics tools with good research technique. Such proficiency to be evidenced by good reading technique, ability to search and filter effectively, capacity to identify primary and secondary information sources, and a demonstrable awareness of how to acknowledge, validate and ensure the reliability of information sources.
- 7 Participate effectively in a workplace setting: comply with time-keeping obligations, work independently or under general supervision, work cooperatively within a team, meet deadlines, maintain good standards of personal hygiene and presentation, adhere to health, safety and other relevant regulations.
- 8 Enhance personal employability by reflecting on workplace experiences, soliciting and analysing feedback, identifying opportunities for continuous professional development, devising personal development plans and maintaining an up-to-date Curriculum Vitae.

## **Assessment**

### **General Information**

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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](http://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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Portfolio / Collection of Work	70%
Learner Record	30%

## Description

### Portfolio / Collection of Work

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be*

*self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.*

## **Learner Record**

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

### **Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

### **Grading**

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

### **Specific Validation Requirements**

None

### **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](http://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

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.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
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*