Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

Component Specification

Writing

NFQ Level 1

M1C02

1. Component Details

Title	Writing
Teideal as Gaeilge	Scríobhneoireacht
Award Class	Minor
Code	M1C02
Level	1
Credit Value	5
Purpose	This award recognises elementary knowledge, skill and competence in writing and approaching personal and socially relevant writing tasks. It provides credit towards the Level 1 Certificate in General Learning and the Level 1 Certificate in Communications.
Learning Outcomes	Learners will be able to:

1 (W1) Write some familiar words for different purposes, e.g. own name and address.

2 (W2) Transcribe simple information in specific order, e.g. phone number, days of the week.

3 (W3) Write for different personal and socially relevant audiences, e.g. personal shopping list/reminder, sending a card/postcard, sending a text message, competition entry.

4 (W4) Use some rules of writing appropriately, e.g. use of capital letters to start a sentence, write a sentence correctly.

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.

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.

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

Portfolio / Collection of Work 100%

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.
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 for further information and registration details.
Grading	'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.
Specific Validation Requirements	There are no specific validation requirements for this award
Supporting Documentation	1.
Access	No previous knowledge, skill, competence or qualification is required
Transfer	Learners who successfully complete this component are eligible to transfer to programmes leading to other awards at Level 1 as appropriate to the requirements for the specific named award.

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).

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

An award at Level 1 reflects elementary learning and the capacity to carry out routine tasks in familiar environments, with support. Award holders are learning to access and use a range of learning resources and are becoming aware of personal attributes.

Strand	**Sub-strand**	**Nature of learning**
Knowledge	Breadth	Elementary knowledge

	Kind	Demonstrable by recognition or recall
Know How & Skill	Range	Demonstrate practical skills, and carry out directed activity using basic skills
	Selectivity	Perform processes that are repetitive and predictable
Competence	Context	Act in closely defined and highly structured contexts
	Role	Act in a limited range of roles
	Learning to Learn	Learn to sequence learning task and to access and use a range of learning resources
	Insight	Begin to demonstrate awareness of independent role for self

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