FETAC

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

Module Descriptor

The Internet

Level 5   C20168

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie.
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

| **1** | **Module Title** | **The Internet** |

| **2** | **Module Code** | **C20168** |

| **3** | **Level** | **5** |

| **4** | **Credit Value** | **1 credit** |

5   **Purpose**

This module is a statement of the standards to be achieved to gain an FETAC credit in The Internet at Level 5.

Course providers are responsible for designing learning programmes which are consistent with the learning outcomes and appropriate to the learners interests and needs.

This module is designed to give the learner the relevant knowledge and skills to use the internet as a communication and research tool effectively and to develop the technical and authoring skills necessary to produce a simple HTML (Hypertext Markup Language) page for the World Wide Web. The module also gives the learner an appreciation of the importance of ensuring security and confidentiality when using the internet.

6   **Preferred Entry Level**

Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7   **Special Requirements**

None.

8   **General Aims**

Learners who successfully complete this module will:

8.1   understand the general facilities provided by the internet

8.2   develop the technical competence to use the internet to compose, send, receive and store electronic mail

8.3   develop the technical competence to access information stored on the internet

8.4	be familiar with the issues relating to security and confidentiality while using the internet	
8.5	understand the use made of the internet in various environments	
8.6	develop the skills necessary to author page for the World Wide Web.	

9   Units   **The specific learning outcomes are grouped into 6 units.**

Unit 1	**History and Structure of the Internet**
Unit 2	**Internet Connection**
Unit 3	**World Wide Web and Search Engines**
Unit 4	**Security and Confidentiality**
Unit 5	**Electronic Mail**
Unit 6	**Introduction to Web Publishing**

**10   Specific Learning
Outcomes**

Unit 1   **History and Structure of the Internet**

Learners should be able to:

10.1.1   outline the historical development of the internet from its inception in the 1960's (Arpanet) up to the present time, to include the development of the World Wide Web

10.1.2   define the nature of ownership, administration and funding of the internet

10.1.3   describe the internet as a global network of computers operating in a non-centralised, dynamic structure

10.1.4   evaluate the internet as a new communications medium

10.1.5   identify the various uses of the facilities available on the internet in terms of:
- personal relations and communications
- personal and professional training and development
- research
- commercial public relations and marketing.

Unit 2   **Internet Connection**

Learners should be able to:

10.2.1	list the features of an Internet Service Provider to include: • connection methods • cost comparison • obtaining IP addresses and domain names
10.2.2	list the minimum hardware and software requirements for connection to the internet
10.2.3	explain the major factors that affect speed of access
10.2.4	establish connection to an internet service provider.
Unit 3	**World Wide Web and Search Engines**
	Learners should be able to:
10.3.1	demonstrate the use of a software "browser" package to navigate the World Wide Web to include: • use of hyperlinks • navigation between web pages • accessing document source and document information • the efficient use of bookmarks to store and locate Universal Resource Locators (URLs)
10.3.2	explain URLs in terms of their component parts
10.3.3	outline the different criteria used by search engines during a search
10.3.4	outline the different techniques for conducting and refining a search
10.3.5	use different search engines for research purposes
10.3.6	download, save and print files locally
10.3.7	describe other current internet facilities available such as chat channels and real audio and video
10.3.8	use file transfer protocol.

Unit 4	**Security and Confidentiality**
	Learners should be able to:
10.4.1	explain how a computer system can be protected from viruses transmitted via the net
10.4.2	explain how filtering software can be used to control access
10.4.3	outline the use of firewalls to protect against unauthorised access
10.4.4	recognise the need to preserve personal privacy when using the internet
10.4.5	describe the use of encryption to maintain confidentiality on the internet
10.4.6	describe the use of digital signatures to verify identity on the internet
10.4.7	explain the purpose and potential risk associated with cookies.

Unit 5	**Electronic Mail**
	Learners should be able to:
10.5.1	demonstrate the use of at least one current email software package to include: compose, send, receive, reply, forward, print, store electronic messages and open file attachments
10.5.2	attach a file to an email message
10.5.3	create and manage mailboxes and transfer messages to and from relevant mailboxes
10.5.4	explain the composition of email addresses in terms of their component parts
10.5.5	demonstrate an appreciation of email etiquette as regards: content, length, style and tone of composed messages and use of acronyms and emoticons (eg GAL, ☺)
10.5.6	set up a web based email account
10.5.7	describe other email facilities available to include: • usenet news groups • mailing lists.

Unit 6	**Introduction to Web Publishing**

Learners should be able to:

10.6.1	evaluate web pages and sites in terms of their layout, relative technical, graphic and linguistic merits and deficiencies
10.6.2	produce a page for publication on the World Wide Web using appropriate software or HTML tags
10.6.3	recognise the most common file formats suitable for use in web publishing with regard to text, graphics, audio and video files.

11   Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

Project	**40%**
Assignment	**30%**
Skills Demonstration	**30%**

11.1   Project

The internal assessor will devise a project brief that requires candidates to demonstrate:

- understanding and application of concepts in the internet
- mastery of equipment and techniques
- use of research techniques and sources of information, referencing/bibliography
- ability to analyse, evaluate, draw conclusions and make recommendations
- presentation skills.

Candidates will demonstrate the use of a software browser package. They will use search engines to investigate issues of security and confidentiality on the internet as outlined in the specific learning outcomes in Unit 4.

Candidates will produce a report of their findings to include details of their methodology, Universal Resource Locators (URLs), relevant sites and a complete bibliography.

The project may be undertaken as a group or collaborative piece of work. The individual contribution of each candidate must be clearly identified.

The project may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2   Assignment

The internal assessor will devise a brief that requires candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

Candidates will produce a page for publication on the Word Wide Web using an appropriate software package or Hypertext Markup Language (HTML) tags. The content of the page will be based on the history and structure of the internet (Unit 1).

The assignment may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

**11.3   Skills
            Demonstration**

In one or more skills demonstrations, candidates will be observed carrying out practical tasks to include the following:
- setting up an email address
- composing a mail message with regard to email etiquette
- attaching a file
- sending an email with a file attachment
- creating a personal mailbox/folder and transferring a message to the mail box
- printing a message.

Candidates will submit supporting evidence for the practical tasks completed.

The skills can be assessed at any time throughout the learning process.

12   Grading

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

<table>
<tr><td>Individual Candidate
Marking Sheet 1</td><td>The Internet
C20168
Project 40%</td></tr>
</table>

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
• appropriate methodology used, with careful observations and recording of relevant information	**15**	
• thorough understanding and application of technologies and concepts in the use of the internet	**25**	
• comprehensive analysis and evaluation of information	**15**	
• logical conclusions/recommendations based on evaluation	**15**	
• coherent presentation of project including support documentation	**10**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**80**	

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

<table>
<tr><td colspan="2">Individual Candidate
Marking Sheet 2</td><td>N V A
NATIONAL COUNCIL for VOCATIONAL AWARDS</td><td>The Internet
C20168
Assignment 30%
Skills Demonstration 30%</td></tr>
</table>

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Assignment		
• relevant and accurate information presented	**15**	
• appropriate use of software package and HTML tags	**15**	
• clear demonstration of concepts and technologies in the internet	**15**	
• excellent technical and visual quality of WWW page	**15**	
Subtotal	**60**	
Skills Demonstration		
• effective operation of hardware and software in carrying out task	**30**	
• excellent technical and visual quality to finished work	**30**	
Subtotal	**60**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*	**120**	

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

FETAC Module Results Summary Sheet

Module Title: **The Internet**

Module Code: **C20168**

		Mark Sheet 1	Mark Sheet 2	Total Marks	Total 2	Grade*
Assessment Marking Sheets						
Maximum Marks per Marking Sheet		**80**	**120**	**200**	**100%**	
Candidate Surname	*Candidate Forename*					

Signed:

Internal Assessor: _____ *Date:* _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment

Glossary of Assessment Techniques

Assignment   *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work   *A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination   *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record   *A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project   *A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

>   research – requiring individual/group investigation of a topic
>   process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills
Demonstration**   *Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

1   Assessment is regarded as an integral part of the learning process.

2   All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3   The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4   Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5   The reliability of assessment techniques is facilitated by providing support for assessors.

6   Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7   To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8   Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9   Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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