Programme Module Descriptor for

Going On-line with Internet and Email

leading to

Level 3 FETAC Component: Internet Skills 3N0931

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

- This programme module is part of an overall programme called *the Level 3 Certificate in General Learning* which leads to the **Level 3 FETAC Certificate in General Learning 3M0874**
- Going On-line with Internet and Email is an optional programme module for Learners wishing to achieve the Level 3 FETAC Certificate in General Learning
- Upon successful completion of this programme module a Learner will achieve 10 credits towards the Level 3 FETAC Certificate in General Learning
- A Learner needs to achieve a minimum of 60 credits to achieve the Level 3 FETAC Certificate in General Learning
- Teachers/Tutors should familiarise themselves with the information contained in The Cork Education and Training Board's programme descriptor for Learning for Everyday Living prior to delivering this programme module
- In delivering this programme module Teachers/Tutors will deliver class content in line with the Indicative Content included in this programme module
- In assessing Learners, Teachers/Tutors will assess according to the information included in this programme module
- Where overlap is identified between the content of this programme module and one or more other programme module(s), Teachers/Tutors are encouraged by The Cork Education and Training Board 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 by The Cork Education and Training Board to integrate assessment.

Programme Module	Award
Title of Programme Module Going On-line with Internet and Email	**Component Name and Code** Level 3 Internet Skills 3N0931
Duration in Hours of Programme Module 100 Hours	**Award Type** Minor
Status of Programme Module Optional	**Credit Value** 10 credits

Special Requirements None

Aims and Objectives of the Programme Module

This programme module aims to provide the Learner with the necessary knowledge and tools to be able to go on-line to find information and use an email account confidently

Objectives:

- To introduce the Learner to the key terms and considerations associated with using the internet
- To learn about taking responsibility for one's own personal security and privacy when using the internet and email
- To develop skills to search the internet quickly and competently to find information of interest to the Learner
- To facilitate the Learner to develop the skills to use the internet and e-mail as an effective communication tool

Learning Outcomes of Level 3 Internet Skills 3N0931

Learners will be able to:

1. Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail
2. Explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning
3. Outline the main information security, privacy, and applicable usage policy considerations associated using the internet
4. Outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers
5. Use a range of search techniques within an internet search engine to locate information efficiently
6. Use the browser print function to obtain a hardcopy of information from the internet
7. Use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message
8. Maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list
9. Navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks
10. Respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.

Indicative Content and Programme Outcomes

Learning about the Internet

- Explore with the Learner:
  - The significance of using the Internet in terms of the positive and negative aspects

associated with it, for example:

Positive aspects
- Extensive access to instant information
- Ability to communicate very fast with people throughout the world
- Source of entertainment
- Access to services and goods on-line
- Potential for getting better value for money for on-line goods and services

Negative aspects
- Not all information on the internet is accurate
- Addiction to it
- Exposure to illegal products and services
- Cyber bullying
- Phishing
- Identity and financial theft
- Viruses and the damage they can do

o Common uses of the internet, for example:
- Researching and searching for information using a search engine or a website address
- Shopping for goods and services (e-commerce)
- On-line banking (e-commerce)
- Communicating through social networking sites and sharing information or ideas with others of a similar interest, for example, Twitter, Facebook, Bebo etc.
- Communicating messages to someone, or sending copies of files as attachments, via email
- Sharing content such as videos on sites like YouTube
- Governments communicating with its citizens (e-Government)
- Studying (e-learning)
- Blogging - sharing an on-line journal or diary. Readers of a blog may be allowed contribute ideas, suggestions or comments on the entries of the blog

o Common features of the internet, for example:
- The need for web browsers, for example, Microsoft Internet Explorer, Mozilla Firefox, Opera, Safari and Google Chrome, to retrieve, download and display information resources such as web pages, images, videos, music, or other pieces of content
- Each webpage has a unique URL (Uniform Resource Locator) which identifies that page and allows a browser to find it. Basically the URL is the address of the webpage
- Use of search engines to find the information the user wants, for example, Google, Ask.com, AOL Search, etc.
- Use of webmail to allow users to send, receive and store email messages on a webpage that is accessed through a website, for example, Google, Yahoo, etc., as opposed to accessing the email messages through an email client such as Microsoft Outlook
- Internet content, collectively referred to as the www (world wide web)
- Users can move from page to page on the internet by clicking on hyperlinks which are words, pictures, icons etc that will cause the ⃕ icon to change to a 🖑 icon which means that the word, picture, icon etc is clickable and once clicked will open another page or display further information
- The first page of any website is called the home page. Most websites have a home page link (button) on additional pages to take the user back to the first (home) page. A computer user can also set which webpage they would like to open each time they log onto the internet. This is also called a home page
- Free speech generally reigns
- It is interactive

- Explore with the Learner what they may have heard about social networking, e-commerce and e-learning and consider the positive and negative aspects of these internet applications:

Social networking:
a tool to facilitate people to communicate with others who have a similar interest, for example,

Facebook, twitter, Bebo, MySpace, etc.

Positive effects, for example,
- It is free
- It is easy to make contact with friends
- Meet new people
- Promote yourself, a service or a business
- Take on a new persona
- Overcome shyness or timidity
- Get feedback from others
- Share points of view
- Stay in touch from anywhere in the world
- Be part of an on-line community

Negative effects, for example,
- Addiction to it
- Lack of anonymity
- It can become time consuming
- Personal information may be sold to spammers the true identify of a person you engage with may not be known
- On-line predators may take advantage of users
- Invasion of privacy

e-commerce:
the buying and selling of goods and services and the transfer of funds over the internet, for example, booking a plane ticket on-line, buying a book or CD on-line, on-line banking, etc.

Positive effects, for example,
- Ability to buy from or sell to anyone, at any time of the day or night, from anywhere in the world
- Cost of goods and services can be lower than traditional means of buying and selling
- It is more likely that transactions will be error free
- Very convenient
- More choice for the consumer

Negative effects, for example,
- It is impersonal
- Have to trust that the seller is legitimate
- Need confidence using the internet
- Not suitable means of buying or selling for perishable commodities
- Cost of postage and packaging can be high
- Time delay in receiving the item purchased on-line
- Have to disclose private and personal information during the transaction
- Returning the product and getting a refund may be difficult, time consuming and costly

e-learning:
electronically facilitated and supported learning, for example, NALA's Write On programme, Hibernia College, etc.

Positive effects, for example,
- Learning can occur at anytime and anywhere
- Learning can be scheduled around the needs of the Learner
- Little or no travel costs
- Learning can be paced to match the needs and abilities of the Learner
- Different learning styles and approaches may be facilitated
- May build self confidence

Negative effects, for example,
- Little or no person to person interaction
- Lack of social element to learning
- Learners must motivate themselves to learn
- access to a fast and reliable internet connection may be a prerequisite of signing on to an e-course
- Learners have to have good I.T. skills to access the learning information and complete assignments, project work etc.

Safety in Using the Internet

- Consider with the Learner the security considerations to be taken into account when using the internet, for example:
  - o When accessing websites that require logging in, always keep information such as username and password secure and private, for example, for on-line banking
  - o Select No when asked by a website that requires logging in whether the user wishes the website to remember the user's password for the next time s/he logs in
  - o Don't ever share personal information with a third party over the internet, for example, when an email is received requesting personal information
  - o Give some consideration to the web sites being accessed and the content contained in them
  - o Only give credit/laser card details on secure, legitimate, well known websites
  - o Consider using Paypal as a means of transferring payment through the internet
  - o When using self generated passwords, ensure that the Learner uses a combination of lowercase, upper-case, and punctuation characters to make up the password

- Discuss with the Learner the privacy considerations to be taken into account when using the internet, for example:
  - o Don't make loads of private information public on the internet – exercise caution at all times
  - o Consider the websites where the Learner is filling out forms or purchasing goods or services as the personal information given may be used to send spam or to advertise products or services
  - o Be cautious of photos or videos that the Learner posts on websites such as YouTube and that have the potential to be viewed by people all over the world
  - o Be aware of the privacy settings the Learner has applied on social networking sites

- Discuss with the Learner the applicable usage policy considerations to be taken into account when using the internet, for example:
  - o If using the internet at work or in the centre/school, be aware of websites that should not be accessed, such as those considered pornographic, immoral or unethical
  - o When writing or forwarding emails, consider the content of the emails and who will be receiving them, in line with the work or school policy
  - o Ensure that any website or email content viewed or forwarded to others is not considered discriminatory on the grounds of race, gender, nationality, religion etc.

Getting Connected and Going On-line

- Examine what the Learner would need in order to connect a computer to the internet, to include:
  - o An account with an Internet Service Provider (ISP) – A company that offers its users the opportunity to connect to the internet via the company's network for a fee. An ISP can be a company that provides only internet services or it may be a telecoms company that offers internet services in addition to telephone services. Examples of ISPs in Ireland are Eircom, Imag!ne, Irish Broadband, BT Ireland, O2, Vodafone, upc, etc.
  - o An internet connection – There are many methods of establishing an internet connection between a computer and an ISP, for example dial-up and landline broadband which are examples of wired connections and Wi-Fi and satellite which are examples of wireless connections
    - ▪ Wired connection – Requires a cable to connect the computer to the internet
    - ▪ Wireless connection – Does not require a cable to establish a connection between a computer and the internet
  - o A computer with the necessary software – In order to view web pages on the internet, a computer must have software called a web browser loaded on to it. The browser application retrieves or fetches code from a web server, interprets this code, and displays it as a web page which can be viewed on the computer. Web pages may contain text, images,

videos, music, or other pieces of content

- Examine with the Learners the other devices that may be used to gain access to the internet, for example, smart phones such as iPhones, handheld mobile internet devices, personal digital assistants (PDA), etc.

Using the Internet to find Information

- Use a search engine of choice, for example, Google, Alta Vista, Ask Jeeves, Bing, to locate information of interest to the Learner. In searching for the information,
- Facilitate the Learner to practice finding personally relevant information using different search techniques to see which results in finding the most accurate information, in the fastest time. The following are examples of some techniques that may be useful for the Learner:
  - Ask the search engine for the information in the same way as you would ask another person
  - Be as specific as possible, for example, rather than searching for the "weather forecast", search for the "weather forecast in Munster"
  - Type the most important word of your search first
  - Spell correctly what you are looking for
  - Leave out common words such as "in", "a", "the", "is", "of", etc.
  - Ask for the information in the same way as the answer may appear in a webpage, for example, rather than searching for "when was the euro first introduced", search for "euro first introduced in"
  - Use words such as "AND", "OR", "NOT" to refine your search if there are a number of parameters to consider
  - Type what you are searching for between parentheses (" "
  - Use the option to search pages from Ireland only if the information required is local to Ireland
- Print the relevant information using the print function that is included in the web browser
  - Preview what the material will look like before printing.
  - Modify the print settings to ensure that the material appears correctly on the page and select an appropriate printer
- In viewing pages on the internet, use the following browser toolbar buttons to move from page to page:

  - Back

  - Forward

  - Stop

  - Home

  - Refresh
- Consider how the use of these buttons facilitates finding information faster and moving from page to page faster
- Select three websites that are of particular interest to the Learner and store the addresses of

  these pages to the folder (also known as bookmarks). Store the addresses of the web pages in an appropriate folder in Favourites

Using Email

- Create an email account for the Learner using a web based email system such as gmail, yahoo, hotmail or other. Create an appropriate username and access the email account once registered. Note the username for future reference. (For Learners who already have an email account, they do not need to create a new account)

- Demonstrate how to send an email to a friend asking how the person is and inviting them to a social outing. In composing the email, the Learner should complete the following steps:
  - Type the correct email address of the recipient of the email in the "To:" field
  - Enter an appropriate subject in the "Subject:" field
  - Compose the message with an appropriate salutation, message and closing
- Facilitate the Learner to send an email to a personal acquaintance
- Facilitate the Learner to send an email to a business/organisation to request information on something of interest to the Learner, for example, a request for a prospectus, a brochure, the cost of something, or other. In composing the email, the Learner should complete the following steps:
  - Search the internet to find the email address of where to send the query/request
  - Type the email address into the "To:" field of the email
  - Enter an appropriate subject in the "Subject:" field
  - Compose the message
- Facilitate the Learner in responding to an email by firstly sending them an email with an attachment. The Learner will complete the following steps in dealing with this email:
  - Access the email account by logging in using the Learner's Username and Password
  - Compare how a previously read email and an unread email appear in the Inbox, for example, the read email may have an open envelope beside it, whereas a closed envelope may appear beside an unread email or an unread email may be listed in the Inbox in Bold font whereas the read email will not be Bold
  - Click on the unread email to open it and read the content of the mail
  - Open the attachment that was sent with the email and save it to an appropriate location, for example, a memory stick or to a desktop or a CD
  - Use the Reply function to compose an appropriate response to the content of the attachment and the email
  - Attach a file to the reply and send it

- Review with the Learner the email management functions associated with the web mail application the Learner is using, for example:
  - The storing of emails sent to the Learner in the Inbox, the storing of emails sent by the Learner in the Sent Items folder and the storing of emails not sent by the Learner but started in the Drafts folder
  - The Delete function to remove unwanted emails or Spam from the account
  - The storing of contacts in the Contacts folder in the account to include storing the name of the person and their email address, at a minimum
  - The archiving function of the account where emails can be moved from the Inbox to another folder for future reference and then moved back to the Inbox folder when required
- Facilitate the Learner to access his/her email account by logging in using the Learner's Username and Password to use the following email account maintenance functions:
  - Deleting an unwanted email and restoring it back to its original folder
  - Archiving an old email and retrieving it back to the Inbox
  - Storing contacts in the Contacts folder

Assessment - **General Information – Internet Skills 3N0931**

The Assessor 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.

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail	Collection of Work
2. Explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning	Collection of Work
3. Outline the main information security, privacy, and applicable usage policy considerations associated using the internet	Collection of Work
4. Outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers	Collection of Work
5. Use a range of search techniques within an internet search engine to locate information efficiently	Collection of Work
6. Use the browser print function to obtain a hardcopy of information from the internet	Collection of Work
7. Use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message	Skills Demonstration
8. Maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list	Skills Demonstration
9. Navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks	Collection of Work
10.Respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.	Skills Demonstration

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 FETAC.

Cork Education and Training Board
Specific Information Relating to the Assessment Techniques

The Assessor 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.

Collection of Work	60%
The collection of work may be produced throughout the duration of this programme module	

The Learner will compile a collection of work to include evidence that demonstrates the following:

- o A understanding of the role played by the following elements in gaining internet access:
    - ▪ Internet Service Provider
    - ▪ Web browser
    - ▪ Wired and Wireless internet connection

- o An understanding of some of the terminology, uses and features of the internet:
    - ▪ Web mail
    - ▪ Search engines
    - ▪ URL
    - ▪ Home page
    - ▪ Hyperlinks
    - ▪ Social networking
    - ▪ Blogs
    - ▪ E-commerce
    - ▪ E-learning

- o An appreciation of:
    - ▪ How to keep one's personal information private and secure when using the internet
    - ▪ Appropriate internet usage at work, in a school/centre or at home in terms of usage policy considerations

- o Using a search engine to find information on a specific topic, to include:
    - ▪ Demonstrating an awareness of different search techniques (minimum of 3 techniques)
    - ▪ Identifying the technique(s) which yield the best results for him/her
    - ▪ Using the Back, Forward, Home, Refresh and Favourites buttons, as appropriate, to help in finding the required web pages
    - ▪ Printing the information for inclusion in the collection of work, having previewed it first to ensure it will be properly aligned on the page

The collection of work may include work sheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

All instructions for the Learner should be clearly outlined in an assessment brief and each Learner is required to work alone in completing this collection of work. There is no facility for this collection of work to be completed as a group.

Skills Demonstration	40%

Internet Skills 3N0931

The Learner should be allowed a minimum of 30 minutes to complete the demonstration.	

The Learner will complete a skills demonstration requiring him/her to complete the following tasks:

- Composing an email of a business or personal nature to include:
    - o Addressing the email using the details of a contact saved in the Contacts folder
    - o Entering an appropriate subject title in the "Subject:" field
    - o Entering text to a minimum of 30 words
    - o Sending the message

- Opening a previously unopened email to include:
    - o Reading the email
    - o Opening an attachment included with the email
    - o Composing an appropriate reply
    - o Attaching a file to the reply
    - o Sending the email
    - o Deleting the original message from the Inbox
    - o Restoring the e-mail back to the Inbox
    - o Archiving it to an appropriate folder

Evidence of this skills demonstration must include a print out of both of the emails composed by the Learner. Other evidence may include work sheets, diagrams, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

All instructions for the Learner should be clearly outlined in an assessment brief and each Learner is required to work alone in completing this skills demonstration. There is no facility for this skills demonstration to be completed as a group demonstration.

Internet Skills 3N0931	**Learner Marking Sheet**	

Learner's Name: _____   Learner's PPSN: _____

Learning Outcome Learners will be able to:	**Assessment Criteria** Evidence of the following is included in the assessment portfolio:	**Evidence** Please indicate where evidence is to be found
1. Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail	• Outline the common uses of the internet • Outline the common features of the internet including web mail • Outline the significance a web browser plays in being able to use the internet	

2. Explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning	• Explain the following terms associated with using the internet:
	    o URL
	    o Home Page
	    o Hyperlinks
	    o Search Engines
	    o Web mail
	    o Social Networking
	    o Blogs
	    o E-commerce
	    o E-learning	

3. Outline the main information security, privacy, and applicable usage policy considerations associated using the internet	• Outline the main security issues when using the internet • Outline the main privacy considerations when using the internet • Outline the applicable usage policy considerations when using the internet	
4. Outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers	• Outline the role of the Internet Service Provider in gaining internet access • Outline the role of the internet browser in gaining internet access • Outline the role of wired and wireless connections in gaining internet access	
5. Use a range of search techniques within an internet search engine to locate information efficiently	• Use a minimum of three search techniques within a search engine of your choice to find information efficiently	

6. Use the browser print function to obtain a hardcopy of information from the internet	• Print Preview the required information found on a website to ensure it is properly aligned • Print the required information	

7. Use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message	• Send an email having completed the following steps:
	    o Address the email in the "To:" field
	    o Enter a subject in the "Subject:" field
	    o Enter a minimum of 30 words in the body of the email	

8. Maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list	• Manage an email account using the functions associated with the account:
	    o Checking whether an e-mail is open or unopened
	    o Deleting an e-mail
	    o Restoring the e-mail from the Trash back to the Inbox
	    o Archiving an e-mail to an appropriate location
	    o Using a the details of a contact saved in the Contacts folder	

9. Navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks	• Use the following buttons, where appropriate, to aid in finding information on the internet:
	    o [Back], [Forward], [Stop], [Refresh]
	    o [Home], [Favorites] Favourites	

10. Respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.	• Respond to an email having completed the following steps:
	    o Open the message in the Inbox
	    o Open the attachment and read it
	    o Compose an appropriate reply
	    o Attach a file to the reply
	    o Send the e-mail	

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: _____

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