



MINISTRY OF MANPOWER
Colleges of Technology
General Foundation Program

INFORMATION TECHNOLOGY
CURRICULUM

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1. General Foundation Program Aims

The General Foundation Program aims to:

- help students to gain effective command of the required skills in English Language, Mathematics and Information Technology
- provide realistic learning opportunities for students to speak, listen to, read and write social, workplace and academic English confidently and effectively
- provide a solid foundation in English, Mathematics, and Information Technology to allow students to perform successfully in a variety of academic programs at a higher level
- equip students with the skills and attitudes to successfully participate in lifelong learning in their academic programs and future careers
- develop social competence by helping students to acquire teamwork and decision making skills
- develop academic competences which will include logical and abstract reasoning, problem solving, as well as higher level cognitive and critical thinking

2. GFP Information Technology (GFP-IT) Objectives

Upon completion of this course, the students will be able to:

- Understand and introduce concepts of Computer Fundamental and Basic Operation and File Management; and
- Use Word Processing Programs, Spreadsheets, Presentations, Internet, WWW and Email.

3. Colleges of Technology (CoTs) GFP-IT Learning Outcomes

The GFP-IT Learning Outcomes are aligned with the Learning Outcome Standards of the Oman Academic Standards (OAS) for General Foundation Programs under the Computing area of learning. The Learning Outcomes can be found in the document *Oman Academic*

Standards for General Foundation Programs (2008), pages 19-22. Table 1 below enumerates the learning outcomes of the course.

Table 1
GFP-IT Learning Outcomes

GFP-IT Learning Outcomes	
Computer Fundamentals	<ul style="list-style-type: none"> a) Describe the main functional blocks of a computer system and how they work in sequence to process information. b) Hardware: <ul style="list-style-type: none"> a. Identify and describe the function of different hardware components such as CPU, storage systems, types of memories like RAM, ROM etc. and common input and output devices. b. Compare and contrast different types of computers, including network computers, Personal computers, laptops and PDAs. c. Explain the terms Hertz (incl. MHz, GHz) and byte (incl. KB, MB, GB, TB). c) Software: <ul style="list-style-type: none"> a. Identify and explain the different types of software: operating systems, application software and programming software. b. Install and uninstall software applications. d) Working with Computers: <ul style="list-style-type: none"> a. Identify the requirements for a computer suitable for purchasing for student usage. b. Demonstrate a basic understanding of computer ergonomics (seating, lighting, positioning, ventilation etc.) and explain the common health problems associated with computer usage and ways to avoid them. c. Explain the concept of software copyright. d. Explain the terms shareware, freeware, end-user license agreement. e. Explain the Omani data protection legislation. f. Demonstrate basic keyboard skills.
Basic Computer Operation and File Management	<ul style="list-style-type: none"> a) Understand and demonstrate proper Switching-ON and Shutting-OFF of the computer. b) Open, modify, save and close files and application programs. c) Successfully connect basic peripheral devices (e.g. a printer). d) Understand the hierarchical structure of drives, files and folders. e) Understand the meaning and types of file extensions. f) Understand the different types of menus. g) Save documents in any permitted location in different formats. h) Explain different types of viruses (including worms, Trojans etc.) and clean viruses and worm-infected systems with appropriate software. i) Explain Privacy issues, good passwords and access rights. j) Demonstrate formatting of floppy disks and removable media; usage of USB drives, writing files to CD-R/RW media and backing up of data. k) Demonstrate Logging on and off a computer network.

GFP-IT Learning Outcomes

	<ul style="list-style-type: none"> l) Demonstrate how to compress and decompress (zip/unzip) individual files and files in a folder. m) Demonstrate good password creation practice. n) Demonstrate searching for files and folders. o) Demonstrate the use of built-in help menu.
Word Processing	<ul style="list-style-type: none"> a) Recognize, open, modify, navigate, save and close a word application file. b) Open and close a new or existing document and switch between multiple documents c) Understand various page set-up options, page orientation, page sizes and setting up of margins. d) Understand the use of page layout, page borders and shading. e) Display/hide toolbars. f) Understand different types of menus in a word processing application. g) Explain the difference between text, paragraph, and document level formatting. h) Identify different text formats, e.g. bold, italic, font type, size and color; cases, subscript, superscript; different types of bullets/numbering etc. i) Understand changing the line spacing in a document and aligning text left, center and right justified. j) Insert automatic page numbers, header/footer, foot/end notes, auto shapes, pictures, symbols, special characters etc. k) Use search/replace to find/replace a specific word/phrase in a document. l) Move/delete/resize picture/image/chart in a document or between different documents. m) Understand the use of borders and shading in a document. n) Demonstrate use of automatic spell/grammar checking & correction. o) Understand some basic short cut keys. p) Understand various print options and how to print documents after preview. q) Demonstrate formatting at the character, paragraph and document levels. r) Demonstrate the ability to convert written text into a formatted electronic document. s) Insert text and/or characters and/or pictures/drawings from various sources. t) Demonstrate use of the copy/cut/paste functions. u) Explain the terms associated with a table, e.g.: column, row, cell, and demonstrate table creation, manipulation of cells, data insertion and formatting. v) Use built-in help functions. w) Understand and demonstrate the ability to print documents using

GFP-IT Learning Outcomes

	<p>various print options, using the default printer and a network printer.</p>
Presentation	<ul style="list-style-type: none"> a) Recognize, open, modify, navigate, save and close a presentation application file. b) Identify and use different design layouts and presentation view modes. c) Use help system effectively. d) Demonstrate how to use display/hide toolbars. e) Identify and use different types of menus in a presentation application. f) Explain the difference between master slide and other slides. g) Explain Animation and Color scheme. h) Explain the main formatting features to improve the appearance of the slides. i) Demonstrate the ability to use various print options to print the presentation slides. j) Demonstrate the ability to insert pictures and objects to enhance the outlook of the presentation. k) Demonstrate the use of adding notes, header and footer, updated dates and automatic numbering for the presentation. l) Demonstrate the ability to duplicate, move slides within the presentation and between open presentations. m) Demonstrate the use of transition and animation effects. n) Demonstrate the use of proofing tools to correct the content of the presentation.
Spreadsheet	<ul style="list-style-type: none"> a) Recognize, open, modify, navigate, save and close a spreadsheet application file. b) Identify the main components of a spreadsheet window. c) Explain the basic uses of spreadsheets. d) Create, Open, Save, and Close spreadsheets. e) Use the help system effectively. f) Identify and use the different menus and toolbars to set up the worksheets. g) Demonstrate how to insert, store and manipulate data. h) Demonstrate how to handle (Insert, rename, delete, duplicate, move etc.) worksheets. i) Generate various formulas using built-in functions and use them appropriately and correctly to solve problems. j) Demonstrate the formatting of data, cells, rows and columns in a worksheet. k) Create and manipulate different types of charts/graphs on the worksheet data. l) Explain usage of formulas and functions in a worksheet. m) Explain generating various charts and graphs. n) Explain how to sort, link and consolidate spreadsheets. o) Demonstrate the understanding of various print options and how to

GFP-IT Learning Outcomes	
	<p>print spreadsheets and charts after appropriate page setup and preview.</p> <p>p) Demonstrate use of the edit (copy/cut/paste etc.) functions.</p> <p>q) Demonstrates the ability to reproduce a hand written table as an electronic spreadsheet.</p> <p>r) Demonstrates the ability to perform basic analysis of data using graphs and charts.</p>
Internet, WWW and Email	<p>a) Network and Internet Fundamentals:</p> <ol style="list-style-type: none"> a. Identify network fundamentals, types and the benefits and risk of network computing. b. Understand the history and jargon associated with the Internet. <p>b) Browsing the Internet:</p> <ol style="list-style-type: none"> a. Identify the purpose of a browser in accessing information on the World Wide Web (WWW) and navigate the Web. b. Understand how to deal with web browser tools such as: bookmark, display and hide built-in toolbars, deleting browsing history and print web pages. c. Be able to search the Internet for information using search engine such as: Google, Yahoo, Ask Me, etc. <p>c) Electronic Mail:</p> <ol style="list-style-type: none"> a. Understand how electronic mail works including the components of electronic mail message, electronic mail address, and electronic mail options. b. Create an e-mail account, read and send electronic mail messages, reply and forward electronic mail message, Use of cc – bcc, and manage attachments. c. Create a new address list, add, delete, and update a mail address to an address list. d. Manage the inbox through sorting messages, creating folders and finding message. e. Identify the sent items; deleted items, and Junk E-Mail folders. f. Identify the security issues with electronic mails. <p>d) Identify how computers are used in different areas of work, school and home:</p> <ol style="list-style-type: none"> a. Identify risks to personal and organizational data. b. Understand the protected web sites, use of digital certificates, encryption – decryption, uses of firewall and how to get protected from Hackers etc. c. Describe the effect of IT on our lives and on society generally.

4. General Study Skills

The CoTs General Study Skills’ (GSS) learning outcomes are the same with the learning outcomes from OAS. The GSS are covered in all GFP courses. The GFP-IT course covers a large number of GSS learning outcomes. The ones which are not covered are addressed by

either the English courses and/or the Math courses. For details, refer to Table 7 that shows where each GSS LO is covered in the GFP-IT.

Table 2 below shows the GSS of OAS that are currently used in the GFP by all CoTs:

Table 2
GSS Learning Outcomes

OAS-GSS for General Foundation Programme – Learning Outcome Standards
6.2.1 Managing time and accepting responsibility
a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
b) Follow college policies on attendance and punctuality.
c) Bring required materials (pens, pencils, folder, etc.) to class.
d) Work to imposed deadlines.
e) Show respect for teachers and others and their rights to have a difference of opinion.
f) Use a variety of study techniques.
g) Create term planners and study schedules noting key dates/events.
h) Complete homework on time.
i) Continually revise one's work.
j) Independently access and use computer labs and the internet for language learning.
k) Identify preferred study strategies based on learning styles.
l) Organise a feasible study schedule that accommodates other responsibilities.
m) Describe learning experiences, challenges, insights in daily journal.
n) Organise and maintain a system of recording vocabulary (keep a vocabulary log).
o) Organise and maintain a portfolio of one's work.
6.2.2 Research Skills
a) List the key ideas to guide search for information.
b) Use the library system for finding, borrowing and returning library material.
c) Use an English-English dictionary for language learning.
d) Use a contents page and an index to locate information in a book.
e) Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).
f) Locate a book/journal in the library using the catalogue.
g) Find topic-related information in a book/journal in the library using the catalogue.
h) Find specific information using internet search engines and electronic resources.
i) Cite a source in accordance with academic conventions.
j) Classify and sort new information.
k) Select or reject a source based on difficulty level, relevance and currency.
l) Assess the reliability, objectivity and authenticity of a source.
m) Summarise and paraphrase information in one's own words.
6.2.3 Taking Notes
a) Recall and define main concepts.
b) Utilize abbreviations and symbols.
c) Use English rather than Arabic for notes in margins and glossing vocabulary.
d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.
e) Adopt a note-taking strategy (e.g. Cornell system; mind mapping).
f) Support key points with relevant additional details.
g) Organise information to enable quick reference at a later date.

h) Date one's notes.
i) Use notes to create a summary.
j) Reproduce key information and supporting details from notes in one's own words.
k) Sort out information and reject irrelevant pieces.
6.2.4 Giving Presentations
a) Outline and define main concepts.
b) Address questions from the audience.
c) Plan and conduct a presentation based on information from written material, interviews, surveys, etc.
d) Speak in a clearly audible and well-paced voice.
e) Follow a presentation format.
f) Use presentation language (discourse markers, etc.).
g) Achieve the key aim of informing the audience.
h) Make use of audio/visual aids when giving oral presentations.
i) Tailor content and language to the level of the audience.
j) Maintain some eye contact with audience.
k) Speak from notes in front of an audience using index cards.
l) Observe time restrictions in presentations.
m) Organise and present information in a logical order at a comprehensive speed.
n) Invite constructive feedback.

5. Assessment

5.1. Student IT Entry Test Procedure

The IT Entry Test Procedure is designed in two parts. **Part One** is administered online. There are more than 50 questions in the IT Entry Test question bank, out of which only 25 questions will be automatically displayed by the system. IT Entry Test question types include Multiple Choice, True/False, Matching Type and Fill-in the Blanks/Short Answer. Questions are shuffled and displayed differently for each computer terminal to prevent cheating. The result of Online IT Entry Test is automatically displayed upon submission by the student, the maximum time allowed for the Online IT Entry test is 30 minutes.

The IT Entry Test **Part Two** is delivered as practical test. The IT Entry Test Practical Part consists of 75 marks task based questions. There are 30 marks task-based questions in Word Processing, 30 marks task-based questions in Spreadsheet and 15 marks task-based questions in Presentation. There are two versions of the test, version A and version B. The questions used in the two versions are different but it is in the same level of difficulty. This is to ensure that cheating will be prevented. The maximum time allowed for the Practical IT Entry Test is

two (2) hours. For more details with regard to the test development and cut-off scores, please refer to the IT Entry Test Report.

5.2. The GFP-IT Assessment System

The GFP-IT assessment system in the CoTs includes both formative and summative assessment methods. Table 3 below shows the breakdown of the marking scheme.

Table 3
GFP-IT Assessment Scheme

ASSESSMENT SCHEME	
Continuous Assessment	45 Marks
Final Exam	55 Marks
TOTAL	100 Marks

5.3. The Continuous Assessment Scheme

The Continuous Assessment (CA) scheme is practical based. It is mapped with CoT IT Learning Outcomes and OAS Study Skills. The structure of the continuous assessment scheme presented in Table 4 below is the same for all levels across the colleges.

Table 4
Continuous Assessment Scheme

Continuous Assessment	Assessment	Components	Marks
	Test 1	Module 1, 2 & 6 (Module 1, 2 & 6)	15
	Quiz 1	Module 3 (Word Processing)	10
	Assignment	Module 4 (Presentation)	10
	Quiz 2	Module 5 (Spreadsheets)	10
	TOTAL		45

5.4. Final Exam Specifications

The Final Exit Exam is comprehensive. The exam covers all the course learning outcomes for the following topics: Computer Fundamentals, Basic Computer Operations and File Management, Word Processing, Presentation, Spreadsheets and Internet given as the last and

final assessment for the semester. It is composed of two (2) parts: Theory and Practical. The final examination specifications presented in Table 5 below is the same for all CoTs.

Table 5
Final Exam Specifications

Final Exam Specifications	Modules	Marks
	Module 1 – Computer Fundamentals (Theory)	5
	Module 2 – Basic Computer Operations and File Mgt. (Practical)	2.5
	Module 3 – Word Processing (Practical)	20
	Module 4 – Presentation (Practical)	5
	Module 5 – Spreadsheets (Practical)	20
	Module 6 – Internet (Practical)	2.5
	TOTAL	55

5.5. Schedule of Assessment

The OAS Learning Outcomes for Computing/IT and the General Study Skills’ Learning Outcomes are mapped with the GFP-IT Assessment Plan as shown in the succeeding sub-sections.

5.5.1. IT Learning Outcomes Schedule of Assessment

The mapping of the OAS Learning Outcomes for Computing/IT is shown in Table 6 below.

Table 6
OAS and GFP-IT Learning Outcomes Mapping

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
		Test 1	Activity 1	Assignment	Activity 2	Final Exam
		(Module 1, 2, 6)	Module 3	Module 4	Module 5	Module 1, 2, 3, 4, 5, 6
Computer	a) Describe the main functional blocks of a computer system and how they work in sequence to process information.	✓		✓		✓
	b) Hardware:	✓	✓	✓	✓	✓
	a. Identify and describe the function of different hardware components such as CPU, storage systems, types of memories like RAM, ROM etc. and common	✓		✓		✓

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
	input and output devices.					
	b. Compare and contrast different types of computers, including network computers, Personal computers, laptops and PDAs.	✓	✓	✓	✓	✓
	c. Explain the terms Hertz (incl. MHz, GHz) and byte (incl. KB, MB, GB, TB).	✓		✓		✓
	c) Software:		✓	✓	✓	
	a. Identify and explain the different types of software: operating systems, application software and programming software.	✓		✓		✓
	b. Install and uninstall software applications.	✓		✓		✓
	d) Working with Computers:			✓		
	a. Identify the requirements for a computer suitable for purchasing for student usage.	✓		✓		✓
	b. Demonstrate a basic understanding of computer ergonomics (seating, lighting, positioning, ventilation etc.) and explain the common health problems associated with computer usage and ways to avoid them.	✓		✓		✓
	c. Explain the concept of software copyright.	✓		✓		✓
	d. Explain the terms shareware, freeware, end-user license agreement.	✓				✓
	e. Explain the Omani data protection legislation.	✓				✓
	f. Demonstrate basic keyboard skills.	✓	✓	✓	✓	✓
Unit 10	a) Understand and demonstrate proper Switching-ON and Shutting-OFF of the computer.	✓	✓	✓	✓	✓
	b) Open, modify, save and close files and application programs.	✓	✓	✓	✓	✓
	c) Successfully connect basic peripheral devices (e.g. a printer).	✓				✓
	d) Understand the hierarchical structure of drives, files and folders.	✓	✓	✓	✓	✓

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
	e) Understand the meaning and types of file extensions.	✓		✓		✓
	f) Understand the different types of menus.	✓	✓	✓	✓	✓
	g) Save documents in any permitted location in different formats.	✓	✓	✓	✓	✓
	h) Explain different types of viruses (including worms, Trojans etc.) and clean viruses and worm-infected systems with appropriate software.	✓		✓		✓
	i) Explain privacy issues, good passwords and access rights.	✓		✓		✓
	j) Demonstrate formatting of floppy disks and removable media; usage of USB drives, writing files to CD-R/RW media and backing up of data.	✓		✓		✓
	k) Demonstrate Logging on and off a computer network.	✓	✓	✓	✓	✓
	l) Demonstrate how to compress and decompress (zip/unzip) individual files and files in a folder.	✓	✓	✓	✓	✓
	m) Demonstrate good password creation practice.	✓		✓		✓
	n) Demonstrate searching for files and folders.	✓	✓	✓	✓	✓
	o) Demonstrate the use of built-in help menu.	✓	✓	✓	✓	✓
Word Processing	a) Recognize, open, modify, navigate, save and close a word application file.	✓	✓	✓	✓	✓
	b) Open and close a new or existing document and switch between multiple documents		✓			✓
	c) Understand various page set-up options, page orientation, page sizes and setting up of margins.		✓			✓
	d) Understand the use of page layout, page borders and shading.		✓			✓
	e) Display/hide toolbars.		✓			✓
	f) Understand different types of menus in a word processing application.		✓			✓
	g) Explain the difference between text, paragraph, and		✓	✓		✓

OAS IT LEARNING OUTCOMES	CoTs Assessment Plan				
document level formatting.					
h) Identify different text formats, e.g. bold, italic, font type, size and color; cases, subscript, superscript; different types of bullets/numbering etc.		✓	✓		✓
i) Understand changing the line spacing in a document and aligning text left, center and right justified.	✓	✓	✓	✓	✓
j) Insert automatic page numbers, header/footer, foot/end notes, auto shapes, pictures, symbols, special characters etc.		✓			✓
k) Use search/replace to find/replace a specific word/phrase in a document.		✓			✓
l) Move/delete/resize picture/image/chart in a document or between different documents.		✓			✓
m) Understand the use of borders and shading in a document.		✓			✓
n) Demonstrate use of automatic spell/grammar checking & correction.		✓			✓
o) Understand some basic shortcut keys.		✓			✓
p) Understand various print options and how to print documents after preview.		✓			✓
q) Demonstrate formatting at the character, paragraph and document levels.		✓			✓
r) Demonstrate the ability to convert written text into a formatted electronic document.		✓			✓
s) Insert text and/or characters and/or pictures/drawings from various sources.		✓			✓
t) Demonstrate use of the copy/cut/paste functions.		✓			✓
u) Explain the terms associated with a table, e.g.: column, row, cell, and demonstrate table creation, manipulation of cells, data insertion and formatting.		✓			✓
v) Use built-in help functions.		✓			✓
w) Understand and demonstrate the ability to print	✓				

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
	documents using various print options, using the default printer and a network printer.					✓
Presentation	a) Recognize, open, modify, navigate, save and close a presentation application file.			✓		✓
	b) Identify and use different design layouts and presentation view modes.			✓		✓
	c) Use help system effectively.			✓		✓
	d) Demonstrate how to use display/hide toolbars.			✓		✓
	e) Identify and use different types of menus in a presentation application.			✓		✓
	f) Explain the difference between master slide and other slides.			✓		✓
	g) Explain animation and color scheme.			✓		✓
	h) Explain the main formatting features to improve the appearance of the slides.			✓		✓
	i) Demonstrate the ability to use various print options to print the presentation slides.			✓		✓
	j) Demonstrate the ability to insert pictures and objects to enhance the outlook of the presentation.			✓		✓
	k) Demonstrate the use of adding notes, header and footer, updated dates and automatic numbering for the presentation.			✓		✓
	l) Demonstrate the ability to duplicate, move slides within the presentation and between open presentations.			✓		✓
	m) Demonstrate the use of transition and animation effects.			✓		✓
	n) Demonstrate the use of proofing tools to correct the content of the presentation.			✓		✓
dshee	a) Recognize, open, modify, navigate, save and close a spreadsheet application file.				✓	✓

OAS IT LEARNING OUTCOMES	CoTs Assessment Plan				
b) Identify the main components of a spreadsheet window.				✓	✓
c) Explain the basic uses of spreadsheets.				✓	✓
d) Create, Open, Save, and Close spreadsheets.				✓	✓
e) Use the help system effectively.				✓	✓
f) Identify and use the different menus and toolbars to set up the worksheets.				✓	✓
g) Demonstrate how to insert, store and manipulate data.				✓	✓
h) Demonstrate how to handle (Insert, rename, delete, duplicate, move etc.) worksheets.				✓	✓
i) Generate various formulas using built-in functions and use them appropriately and correctly to solve problems.				✓	✓
j) Demonstrate the formatting of data, cells, rows and columns in a worksheet.				✓	✓
k) Create and manipulate different types of charts/graphs on the worksheet data.				✓	✓
l) Explain usage of formulas and functions in a worksheet.				✓	✓
m) Explain generating various charts and graphs.				✓	✓
n) Explain how to sort, link and consolidate spreadsheets.				✓	✓
o) Demonstrate the understanding of various print options and how to print spreadsheets and charts after appropriate page setup and preview.				✓	✓
p) Demonstrate use of the edit (copy/cut/paste etc.) functions.				✓	✓
q) Demonstrates the ability to reproduce a hand written table as an electronic spreadsheet.				✓	✓
r) Demonstrates the ability to perform basic analysis of data using graphs and charts.				✓	✓

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
Internet, WWW and Email	a) Network and Internet Fundamentals:					
	a. Identify network fundamentals, types and the benefits and risks of network computing.	✓				✓
	b. Understand the history and jargon associated with the Internet.	✓				✓
	b) Browsing the Internet:					
	a. Identify the purpose of a browser in accessing information on the World Wide Web (WWW) and navigate the Web.	✓				✓
	b. Understand how to deal with web browser tools such as: bookmark, display and hide built-in toolbars, deleting browsing history and print web pages.	✓				✓
	c. Be able to search the Internet for information using search engine such as: Google, Yahoo, Ask Me, etc.	✓				✓
	c) Electronic Mail:					
	a. Understand how electronic mail works including the components of electronic mail message, electronic mail address, and electronic mail options.	✓				✓
	b. Create an e-mail account, read and send electronic mail messages, reply and forward electronic mail message, Use of cc – bcc, and manage attachments.	✓				✓
	c. Create a new address list, add, delete, and update a mail address to an address list.	✓				✓
	d. Manage the inbox through sorting messages, creating folders and finding message.	✓				✓
	e. Identify the sent items; deleted items, and Junk E-Mail folders.	✓				✓
	f. Identify the security issues with electronic mails.	✓				✓
	d) Identify how computers are used in different areas of work, school and home:					
	a. Identify risks to personal and organizational data.	✓				✓
	b. Understand the protected web sites, use of digital	✓				✓

OAS IT LEARNING OUTCOMES		CoTs Assessment Plan				
certificates, encryption – decryption, uses of firewall and how to get protected from hackers etc.						
c. Describe the effect of IT on our lives and on society generally.	✓					✓

5.5.2. GSS Learning Outcomes Schedule of Assessment

The mapping of the OAS General Study Skills’ Learning Outcomes with GFP-IT Assessment is shown in Table 7 below.

**Table 7
OAS GSS and GFP-IT Assessment Mapping**

OAS GSS LEARNING OUTCOMES		CoTs Assessment Plan				
		Test 1	Activity 1	Assignment	Activity 2	Final Exam
		(Module 1, 2, 6)	Module 3	Module 4	Module 5	Module 1, 2, 3, 4, 5, 6
Managing time and accepting responsibility	a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.			✓		
	b) Follow college policies on attendance and punctuality.	✓	✓	✓	✓	✓
	c) Bring required materials (pens, pencils, folder, etc.) to class.	✓		✓		✓
	d) Work to imposed deadlines.	✓	✓	✓	✓	✓
	e) Show respect for teachers and others and their rights to have a difference of opinion.			✓		✓
	f) Use a variety of study techniques.		✓	✓	✓	✓
	g) Create term planners and study schedules noting key dates/events.	✓		✓		✓
	h) Complete homework on time.			✓		
	i) Continually revise one’s work.			✓		✓

OAS GSS LEARNING OUTCOMES		CoTs Assessment Plan				
		Test 1	Activity 1	Assignment	Activity 2	Final Exam
		(Module 1, 2, 6)	Module 3	Module 4	Module 5	Module 1, 2, 3, 4, 5, 6
	j) Independently access and use computer labs and the internet for language learning/IT activities.			✓		✓
	k) Identify preferred study strategies based on learning styles.			✓		✓
	l) Organise a feasible study schedule that accommodates other responsibilities.	✓		✓		✓
	m) Describe learning experiences, challenges, insights in a daily journal.					
	n) Organise and maintain a system of recording vocabulary (keep a vocabulary log).	✓				
	o) Organise and maintain a portfolio of one's work.	✓	✓	✓	✓	
Research Skills	a) List the key ideas to guide search for information.			✓		✓
	b) Use the library system for finding, borrowing and returning library material.					
	c) Use an English-English dictionary for language learning.					
	d) Use a contents page and an index to locate information in a book.					
	e) Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).	✓		✓		
	f) Locate a book/journal in the library using the catalogue.			✓		
	g) Find topic-related information in a book/journal in the library using the catalogue.			✓		
	h) Find specific information using internet search engines and electronic resources.			✓		✓
	i) Cite a source in accordance with academic			✓		

OAS GSS LEARNING OUTCOMES		CoTs Assessment Plan				
		Test 1	Activity 1	Assignment	Activity 2	Final Exam
		(Module 1, 2, 6)	Module 3	Module 4	Module 5	Module 1, 2, 3, 4, 5, 6
	conventions.					
	j) Classify and sort new information.			✓		
	k) Select or reject a source based on difficulty level, relevance and currency			✓		
	l) Assess the reliability, objectivity and authenticity of a source.			✓		
	m) Summarise and paraphrase information in one's own words.			✓		
Taking Notes	a) Recall and define main concepts.	✓	✓	✓	✓	
	b) Utilize abbreviations and symbols.					
	c) Use English rather than Arabic for notes in margins and glossing vocabulary.					
	d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.					
	e) Adopt a note-taking strategy (e.g. Cornell system; mind mapping).					
	f) Support key points with relevant additional details.					
	g) Organize information to enable quick reference at a later date.					
	h) Date one's notes.					
	i) Use notes to create a summary.			✓		✓
	j) Reproduce key information and supporting details from notes in one's own words.			✓		✓

OAS GSS LEARNING OUTCOMES		CoTs Assessment Plan				
		Test 1	Activity 1	Assignment	Activity 2	Final Exam
		(Module 1, 2, 6)	Module 3	Module 4	Module 5	Module 1, 2, 3, 4, 5, 6
	k) Sort out information and reject irrelevant pieces	✓	✓	✓	✓	✓
	a) Outline and define main concepts					
	b) Address questions from the audience.					
Giving Presentations	c) Plan and conduct a presentation based on information from written material, interviews, surveys, etc.					
	d) Speak in a clearly audible and well-paced voice.					
	e) Follow a presentation format.					
	f) Use presentation language (discourse markers etc.).					
	g) Achieve the key aim of informing the audience.					
	h) Make use of audio/visual aids when giving oral presentations.					
	i) Tailor content and language to the level of the audience.					
	j) Maintain some eye contact with audience.					
	k) Speak from notes in front of an audience using index cards					
	l) Observe time restrictions in presentations.					
	m) Organise and present information in a logical order at a comprehensible speed.					
n) Invite constructive feedback and self-evaluate the presentation.						

5.6. Exam Moderation

The exam preparation starts with the Exam Writer developing the exam draft according to the specifications. The Internal Reviewer(s) will review the exam draft and will give feedback to the Exam Writer. The latter will then update the exam draft and forward it to the External Reviewer(s) for approval. The process of preparing and moderating the exam is summarized in Figure 1 below taken from the document *GFP Exam Writing and Moderation Procedures by the GFPA QA Working Group (2018)*, page 8.

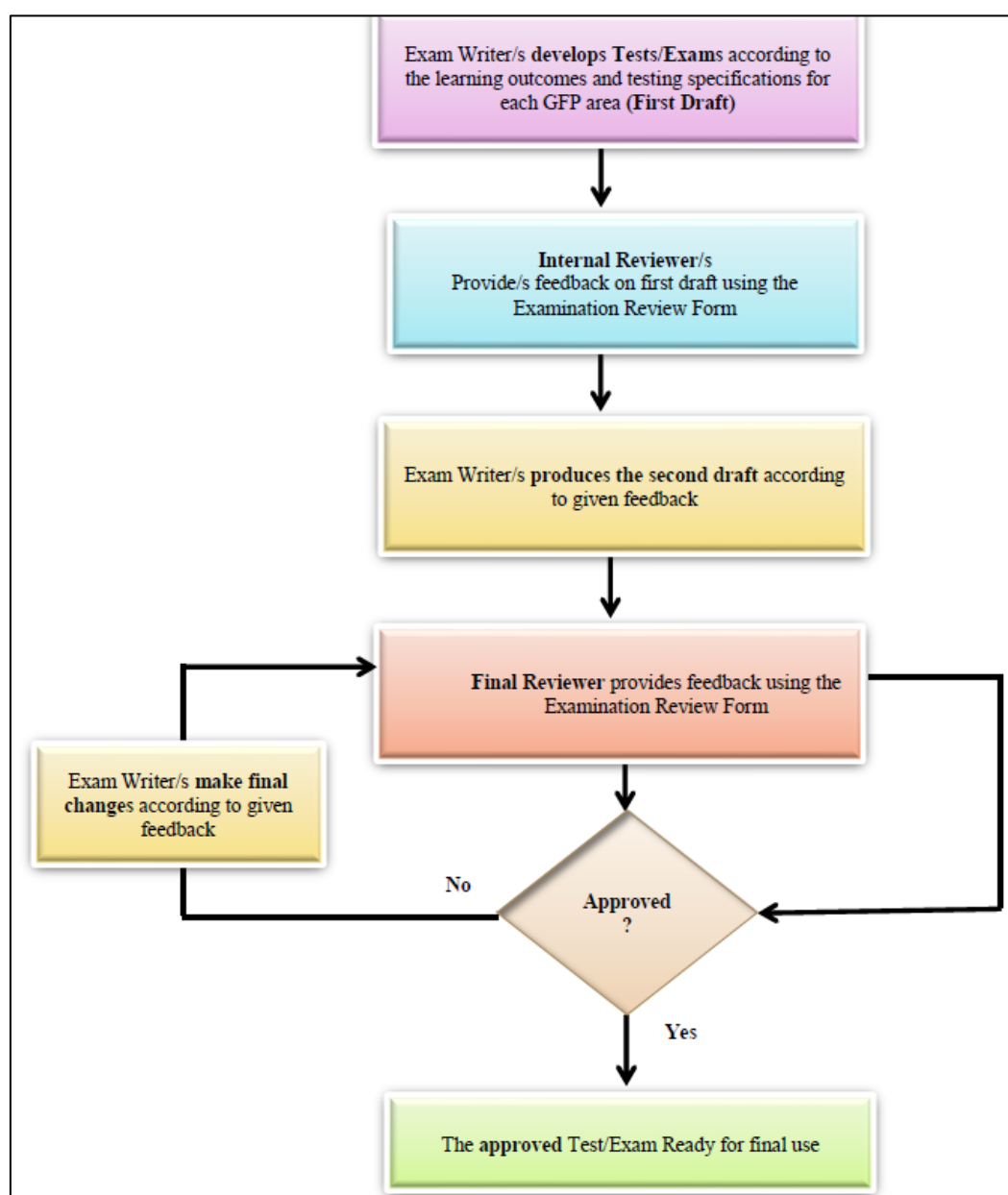


Figure 1. Exam Preparation and Moderation Flowchart

5.7. Marking Procedures

Each lecturer serves as the first marker of the final examination. The first marker completes the evaluation of answer scripts within 48 hours or two (2) working days after the exam was conducted.

The double marking procedure, as shown in *GFP Examination Procedures by the GFPA QA Working Group (2018)*, page 13, is as follows:

- The second marker is to randomly select either 10% of the registered examination list of each staff member or five papers, whichever is higher and double mark.
- The second marker is to identify any marking inconsistencies which are to be referred to the Table Head or HoS for action.
- The allowed variation range in the marks of first and second markers for subjective types of questions is up to ± 3 marks. No variation in the marks of the first and second markers is accepted for objective types of questions.
- If the difference in marks between the first marker and second marker, for more than 60% of the sample is within the allowed range of $\pm 10\%$, the first maker's mark are to be accepted.
- If the variance in marks for more than 60% of the double-marking sample is outside the allowable range, the Table Head/ HoS is to request full or partial remarking of the student papers.

5.8. Administration and Security of Exams

Appropriate procedures are followed in the preparation of examination papers, as well as in the fair conduct of the exam. There is a dedicated examination control room where the exam papers (both theory and practical) are kept securely before the date of the exam. For the practical part of the exam, a dedicated username and password are used by the students only during the exam, after which, it will be deactivated to ensure that students cannot access the exam anymore. Students' files are uploaded to the E-Exam Portal or copied to a flash drive, in case of network problems.

The Final Exam Committee is responsible for scheduling and monitoring the invigilation of final examinations for all staff as well as ensuring academic security when managing the collection and hand-over of examination papers in the control room. Further details are available in the report *GFP Examination Procedures by the GFPA QA Working Group (2018)*.

5.9. Benchmarking of curriculum with ICDL, IC3 and Cambridge

The GFP-IT is benchmarked with International Computer Driving License (ICDL), Internet Core Competency Certification (IC3), and Cambridge International Certificate in IT Skills.

ICDL is the world's leading computer skills certification. To date (September 2019) more than 15 million people have engaged with the ICDL programme, in over 100 countries, across six (6) continents, through network of over 24,000 ICDL Accredited Test Centres (ATCs) (ICDL Foundation, 2019).

The IC3 certification is a global benchmark for basic computer literacy, including operating systems, hardware, software, and networks. The test is administered by Certiport®. The IC3 Global Standard 4 (GS4) certification is comprised of three individual exams and is designed to validate competency in three key areas: Computing Fundamentals, Living Online, and Key Applications (Certiport, 2019).

Cambridge International Certificate in IT Skills is an introductory course to Information Technology, Windows, Microsoft Applications (Word, Excel, & PowerPoint) and Electronic Communications. This certification is internationally accepted by employers and is the must have qualification for those desiring a career in IT (Laurels Training Institute, 2017).

Table 8 below shows the mapping of the modules of GFP-IT (FPIT0001) vis-à-vis ICDL, IC3 and Cambridge. It is shown that all modules of FPIT0001 have corresponding components in the three (3) programs. One (1) component “Using Databases” is not found in FPIT0001 because this is integrated as a section in the course ITAD1100 – Advanced IT Skills in Post-Foundation.

Table 8
Mapping of FPIT0001 with ICDL, IC3 GS4 and Cambridge

	Modules	ICDL					IC3 GS4			Cambridge				Remarks		
		Base				Standard	Computing Fundamentals	Key Applications	Living Online	Word Processing	Using the Computer and Managing Files	Introduction to IT	Presentations		Electronic Communication	Spreadsheets
		Computer Essentials	Online Essentials	Word Processing	Spreadsheets	Presentation										
FPIT0001	Computer Fundamentals	√					√		√			√			Using Databases is integrated in ITAD1100 – Advanced IT Skills course	
	Basic Computer Operations and File Management	√					√	√			√					
	Word Processing			√				√		√						
	Spreadsheets				√			√						√		
	Presentation					√		√				√				
	Internet, WWW and Email		√						√				√			

Moreover, the assessment for FPIT0001 is also aligned with the assessment of the three (3) programs as shown in the mapping in Table 9 below.

Table 9
FPIT0001 Assessment Mapping with ICDL, IC3 and Cambridge

Modules	ICDL		IC3 GS4 ¹				Cambridge				Remarks
	Base	Standard									

¹ Global Standard 4

Modules	ICDL						IC3 GS4 ¹				Cambridge				Remarks
	Base				Standard										
	Computer Essentials (Theory + Practical)	Online Essentials (Theory + Practical)	Word Processing (Practical)	Spreadsheets (Practical)	Presentation (Practical)	Using Databases (Practical)									
Computer Fundamentals	Theory		√		√		Theory		Theory			Theory			
Basic Computer Operations and File Management	Theory		√	√			Theory	Theory			Theory				
Word Processing			√					√		√					
Spreadsheets				√				√						√	
Presentation					√			√				√			
Internet, WWW and Email		Theory							Theory				Theory		

Using Databases is integrated in ITAD1100 – Advanced IT Skills course

5.9.1. Purpose of Benchmarking

Benchmarking with ICDL, IC3 and Cambridge shows CoTs commitment to self-evaluation, and improvement in practice to enable measurement and comparisons of our academic standards to the three (3) programs and be evaluated to review performance for continuous advancement.

5.9.2. Effective Date

June 2018

5.9.3. Scope

This benchmarking applies to all CoTs staff and its stakeholders. It is expected for use by the CoTs to facilitate successful benchmarking activities as ongoing self-evaluation, as a structured learning process to enhance practices and a means of measurement against the strategic goals of the Colleges of Technology.

5.9.4. Benchmarking Principle

Benchmarking and evaluation with ICDL, IC3 and Cambridge, and CoTs assist to measure its effectiveness in achieving its performance objectives. It informs strategic planning and

decision-making through the identification of strengths and weaknesses in practices and performance.

5.9.5. Responsibilities

5.9.5.1. Governance

Good Practice and Benchmarking update academic strategic planning activities, the mechanisms of the MoM/CoTs strategic and operational planning provide targets (benchmarks) aligned to the strategic goals of the Colleges of Technology.

5.9.5.2. Management

It is the responsibility of the CFPSATT-IT Working Group/Team Leader and those with management roles to ensure that strategic and operational activities, measurements (including benchmarks), review and reporting are undertaken in accordance with the relevant policies, regulations and guidelines of MoM/CoTs.

5.9.6. Resources for Benchmarking

Resourcing of benchmarking is the responsibility of the CFPSATT-IT Team Leader in coordination with CFPSATT-Head and the Head of IT Specialization Committee.

5.9.7. Compliance and Monitoring

The primary objective of Benchmarking with the above-mentioned programs is to contribute to the continuous advancement of CoTs performance, to which all staff and relevant stakeholders have responsibilities. Monitoring will be done through proper planning and reporting process.

6. Course Material

The GFP-IT (FPIT0001) Course Material is a common in-house material across all CoTs. It is accessible in the E-Learning Portal of each CoTs. The material is composed of six modules namely Module 1 - Computer Fundamentals, Module 2 - Basic Computer

Operations and File Management, Module 3 – Word Processing, Module 4 - Presentation, Module 5 - Spreadsheets and Module 6 - Internet, WWW and E-mail.

The first module (Computer Fundamentals) covers the foundation of how a computer system works as well as its hardware and software components. Module 2 includes the concepts of Basic Computer Operations and File Management. The third, fourth and fifth modules include the operation and application of software in Word Processing, Presentation, and Spreadsheets, respectively. Lastly, Module 6 comprises topics on Network Fundamentals, the Internet and Electronic Mail.

7. Other Related Curriculum Documents

GFP Exam Writing & Moderation Procedures
GFP Examination Procedures
GFP-IT Entry Test Report
OAS GFP Standards

References

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<http://www.oaaa.gov.om/Docs/GFP%20Standards%20FINAL.pdf>

Other internet references:

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webcache.googleusercontent.com

mtsu.edu

ⁱ Any comments and suggestions [pertaining](#) to this comment must be addressed to the contact person