

National Unit Specification: general information

UNIT	Office Skills and Keyboarding: An Introduction (Access 2)
NUMBER	D516 08
CLUSTER	Business (Access 2)

SUMMARY

The aim of this unit is to give candidates realistic and practical experience in undertaking supervised activity relating to office skills and keyboarding.

OUTCOMES

- 1 Describe the use, including basic care, of common office equipment.
- 2 Demonstrate office skills under supervision.
- 3 Use a keyboard to carry out activities under supervision.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	AY
Publication date:	August 1999
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Version:	02

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National Unit Specification: general information (cont)

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CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

National Unit Specification: statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe the use, including basic care, of common office equipment.

Performance criteria

- (a) Commonly used office equipment is identified correctly.
- (b) The use of the identified equipment is described correctly.
- (c) The basic care required to maintain identified equipment in a usable condition is explained correctly.

Note on range for the outcome

Office equipment: office appliances, office stationery, office sundries.
Basic care of equipment: cleaning, storage.

Evidence requirements

Oral and/or written evidence.

- PC (a) Four office appliances, two items of office stationery and four office sundries are identified correctly
- PC (b) The use of identified equipment is described correctly.
- PC (c) The basic care requirements for identified equipment are explained correctly, evidence should include cleaning equipment, storage of equipment.

OUTCOME 2

Demonstrate office skills under supervision.

Performance criteria

- (a) Office skills appropriate to an allocated activity are demonstrated correctly.
- (b) The allocated activity is carried out according to instruction, including correct sequencing, timing and organisation.
- (c) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

Evidence requirements

Performance evidence to meet all performance criteria should be gathered from direct observation of the candidate in the learning environment.

The candidate should complete two different activities selected from the following: photocopying, filing, preparing outgoing mail, sorting incoming mail, delivering incoming mail, using the telephone, sending a fax, operating an answering machine, operating a switchboard, operating a scanner, using e-mail.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example with respect to following instructions, additional evidence could be gathered from the candidate's responses to short-answer questions.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Use a keyboard to carry out activities under supervision.

Performance criteria

- (a) The allocated activity is carried out according to instruction.
- (b) The allocated activity is completed to the standard given in the instructions.
- (c) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

Evidence requirements

Performance evidence to meet all performance criteria should be gathered from direct observation of the candidate in the learning environment.

The candidate should complete two different practical exercises. The candidate should use text, figures, upper and lower-case letters, and the specific functions shift, space, return, delete.

Hard copy of no more than a paragraph on a familiar topic should be prepared during each practical exercise. Errors may be identified for the candidate; they should be corrected by the candidate.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, with respect to following instructions, additional evidence may be gathered from the candidate's responses to short-answer questions.

National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed as a first example of experience in a real or simulated office environment. The core skills of Communication, Using Information Technology, Problem Solving and Working with Others can be suitably associated with the delivery of this unit.

This unit would ideally be set in a realistic office environment. However, if this is not possible, all activities should take place in a situation which attempts to reproduce the conditions and demands of the workplace. This could be the centre office, assisting the secretary, or could be linked to a work experience, or work shadow placement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The working environment should be realistic. The outcomes should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups as part of a team. Candidates should understand the need to develop good working relationships with others.

Throughout delivery of the unit there is likely to be a high degree of teacher or lecturer support, encouraging candidates to practise and become confident in the use of office equipment.

In keyboarding, where necessary, candidates should be allowed to use an alternative method of inputting data to that of the standard keyboard. The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

Outcome 1

The candidate should be made aware of the range of equipment and sundries used in an office. This may be achieved by use of video, visits to local industry, the use of visual aids and the use of catalogues and pamphlets.

Office appliances selected may include: photocopier, computer, telephone, switchboard, fax, answering machine, franking machine, collator.

Office stationery may include: paper used for letters or memos, photocopy paper, envelopes.

Office sundries may include: stapler, staples, paperclips, paper punch, sticky tape, pens, pencils.

National Unit Specification: support notes (cont)

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Outcome 2

The activities selected should be simple. The candidate should be guided by the teacher/lecturer on the selection of activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit. The candidate should be aware of the correct sequencing, timing and organisation required to complete the activity. Activities should be selected from the following: photocopying, filing, preparing outgoing mail, sorting incoming mail, delivering incoming mail, using the telephone, sending a fax, operating an answering machine, operating a switchboard, operating a scanner, using e-mail.

Outcome 3

As this is a first example of keyboarding in an office environment, teachers or lecturers should encourage use of appropriate position of hands in relation to the keyboard, with correct fingering, if this is within the capability of the candidate. The teacher/lecturer should suggest amendments which the candidates should undertake.

In undertaking activities, candidates should follow correct procedures and make effective use of stationery and sundries. Candidates should develop a working knowledge of health and safety regulations and safe working practices in a work environment. They should be able to identify hazards and understanding why reporting hazards is important.

Candidates should be encouraged to keep a log or diary to record their activities.

Further details of learning and teaching approaches are to be found in the National Cluster details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

The candidate could answer ten short questions for PC (a), ten for PC (b) and ten for PC (c). Questioning may take the form of an interview, and may be supported by written questions and/or visual prompts.

Outcome 2

The candidate should complete two different activities which may be recorded in personal log or diary. The teacher or lecturer will observe these activities and ensure that all performance criteria are met. Performance evidence could be recorded by the teacher/lecturer using a checklist.

For each activity there could be three questions for PC (b) on sequencing, timing and organisation; one question for PC (c) on health and safety. Questioning may take the form of an interview, and may be supported by written questions and/or visual prompts, questions and responses could be recorded in the candidate's personal log or diary.

National Unit Specification: support notes (cont)

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Outcome 3

The candidate should complete two practical exercises. During the two exercises the candidate should produce hard-copy, with evidence that amendments have been made. Whilst errors may be identified for the candidate, they should be corrected by the candidate. The teacher or lecturer will observe the candidate's performance and ensure that all performance criteria are met. This could be recorded using a checklist.

All activities could be recorded in a personal log or diary.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).