

# Draft National Unit Specification



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**Unit title:** Internet Applications (Access 2)

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to allow the learner to become familiar with the use of the internet for simple research, the use of technologies to send and receive messages, and the importance of safety considerations when using these tools.

Learners who complete this Unit will be able to:

- 1 Use a search engine correctly and safely to find basic information on the internet
- 2 Use an e-mail application to send and receive simple messages correctly and safely

This Unit is an optional Unit of the Access 2 Information and Communications Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Use a search engine correctly and safely to find basic information on the internet by:**
  - 1.1 Searching for specific information, using appropriate navigation tools
  - 1.2 Using basic keywords for different internet searches
  - 1.3 Following simple safety rules for appropriate internet use

### Outcome 2

The learner will:

- 2 Use an e-mail application to send and receive simple messages correctly and safely:**
  - 2.1 Opening the e-mail application correctly and safely
  - 2.2 Creating, titling, addressing and sending a simple e-mail message
  - 2.3 Creating and sending a simple reply to an e-mail message
  - 2.4 Following procedures to close down the e-mail application
  - 2.5 Following simple safety rules for appropriate e-mail use

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

In this Unit, Evidence Requirements are as follows.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Learners will use simple skills with support, and will carry out with guidance the activities involved in the Unit. They will use equipment with supervision.

For Outcomes 1 and 2, evidence could take the form of a completed log, checklists, observations, photographs, video or equivalent.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **4 Employability, enterprise and citizenship**

4.2 Information and communication technology

### **5 Thinking skills**

5.1 Remembering

5.3 Applying

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.