

National Unit Specification: general information

UNIT Using Basic Computer Skills (Access 1)

NUMBER D9EX 07

SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. The unit seeks to develop awareness of basic computing skills. On completion of the unit the candidate should be able to perform some basic computer operations independently.

Candidates should be allowed to use their normal mode of communication while undertaking the unit.

OUTCOME

Perform some basic computer operations independently.

RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is intended as an introductory unit, no prior knowledge or experience is required.

CREDIT VALUE

1 credit at Access 1. (6 SCOTCAT points* at SCQF level 1).

**SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: CA

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National Unit Specification: statement of standards

UNIT Using Basic Computer Skills (Access 1)

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

Perform some basic computer operations independently.

Performance criteria

- (a) Identifies correctly three of the main components of a computer.
- (b) Performs three basic computer operations correctly.

Evidence requirements

For PC (a) - written and/or oral evidence and/or performance evidence is required of the candidate's ability to identify three main components of a computer on two occasions.

For PC (b) - performance evidence is required of the candidate's ability to carry out three basic computer operations correctly on two occasions.

Evidence should be generated during two computer sessions involving the use of a different program in each session.

National Unit Specification: support notes

UNIT Using Basic Computer Skills (Access 1)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed for those who are able to use some basic computing skills either independently or with some support. The unit covers the identification of a range of essential computer components such as:

- Monitor
- Keyboard or equivalent
- Mouse or equivalent
- Printer
- Floppy disk
- CD ROM

It is recognised that different types of computer components can be used to make up a system for individual candidates to use. For example, the following alternatives to basic computer components can be used:

- A touch screen
- Any form of keyboard
- Any form of input device such as switches, rollerballs, touchpads.

Other forms of assistive technology may also be acceptable depending on the individual needs of the candidate.

For PC (b) - Any programs which would be appropriate for the candidate can be used, for example, use of programs on floppy disk or CD ROM, the Internet, any type of simple word processing program. It may be possible to link this work to the learning for other units depending on the program used.

The unit can also provide candidates with opportunities for recording personal targets or work done in other parts of their programmes.

A candidate who successfully completes this unit, may wish to progress to one or more of the following units:

D2S8 07 Using a Computer – Basic Operations (Access 1)

OR in some cases to:

D531 08 Using a Computer (Access 2)

For further information on progression, please see Appendix 1.

National Unit Specification: support notes (cont)

UNIT Using Basic Computer Skills (Access 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be delivered in an activity based environment. Ideally, the outcome should be delivered as part of the candidate's whole learning programme. It would be beneficial if candidates had the opportunity to work individually, although working in pairs or in small groups would also be effective. It is envisaged that there would be a high degree of teacher/lecturer support throughout.

The whole ethos of this unit is to stimulate the candidate's interest in computers and to help him/her to learn about computers in a supportive environment, to gain confidence in using a computer and to work towards performing some computer operations independently by the end of the unit.

For PC (a) it is envisaged that candidates will learn through familiarity, the correct names of the essential computer components as they are using them.

For PC (b) the candidate should be taken through the whole process of switching on a computer, opening a program, using a program and closing down. Initially, the candidate will require some support to carry out some of these functions but with practice, he/she should be able to perform some of them independently. The candidate should be given adequate opportunity to become familiar with these functions and to practise them before being assessed.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be allowed to use their normal mode of communication while undertaking the assessment.

For PC (a) the candidate should be able to identify on two occasions at least three computer components from the following list:

- Monitor
- Keyboard or equivalent
- Mouse or equivalent
- Printer
- Floppy disk
- CD ROM.

Evidence for PC (a) may be written and/or oral and/or performance evidence.

Examples of oral questions are: Question – “Show me the monitor”. Or “What is this called?” The candidate should reply using his/her normal mode of communication. This can include pointing using fingers, eyes, head, spoken language, signing etc. This should be recorded using a checklist showing the components that were correctly identified and then signed and dated by the teacher/lecturer.

National Unit Specification: support notes (cont)

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Examples of written evidence are: Picture/word matching – pictures which the candidate identifies and either writes the name of the component his/herself or has the words scribed for him/her. Written evidence should be kept along with a checklist showing the components that were correctly identified and then signed and dated by the teacher/lecturer.

For PC (b) – the candidate should perform any three out of the operations below correctly on two separate occasions (note that it need not be the same three operations on each occasion). The other operations which are not being recorded for assessment purposes may still be supported in the assessment.

Power up ready to start	Switch on the computer; arrive at the desk top
Load software	Can be either a floppy disk or CD ROM; place in correct drive; open the program to the first screen.
Open a file	When using a word processor, find a specific file and open it to the first page.
Follow an “on-screen” instruction	While using a program, recognise that an instruction has been given, (the instruction can be read out to the candidate); then perform what has been asked.
Use a program	For example, word process two simple sentences (these can be copied), play a game; find information on the Internet; send an e-mail: follow an educational program.
Save	Save and name a file. (The file can be written down and candidates can copy).
Print	Print a piece of work. (It can be language and/or a picture).
Close down a program	Perform the correct procedures to close a program down to the desktop.
Shut down the computer	Perform the close down procedures; switch off the computer.

Any printed evidence should be kept along with a checklist stating which program was used and the skills performed.

National Unit Specification: support notes (cont)

UNIT Using Basic Computer Skills (Access 1)

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by oral and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists/logs must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

An exemplar assessment checklist is provided in Appendix 2 to these Support Notes.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07 Sampling Work: An Introduction D9ET 07 Handling Money D9EV 07 Recognising Time D9EW 07 Basic Communication in a Familiar Setting D9EY 07 Personal Profiling: An Introduction D9F0 07 Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

Notes

1. This example of a checklist is offered as a guide. Teachers/lecturers may devise their own checklists in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

Name of Candidate - Lesley Smith

PC (a) Identifies correctly three of the main components of a computer

Three items should be identified correctly on two occasions.

Component	1st Occasion	Type of Evidence	2nd Occasion	Type of Evidence
Monitor	√ 7.4.03	Pointed	√ 16.4.03	Written
Keyboard	√ 7.4.03	Pointed		
Mouse			√ 16.4.03	Written
Printer	√ 7.4.03	Pointed		
Floppy Disk				
CD ROM			√ 16.4.03	Written

PC (b) Performs three basic computer operations correctly.

Skill	Program	Type of evidence	Date
Power up ready to start		Performance	
Load software		Performance	
Open a file		Performance	
Follow an “on-screen” instruction		Performance	
Save		Performance	
Print		Performance	
Close down a program		Performance	
Shut down the computer		Performance	

Any three of the above should be carried out correctly, on two occasions using two different computer programs. Note it need not be the same three operations on each occasions

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

Teacher/lecturer signature **Date**