

COMPUTING
Access 1

Third edition – published November 2002

COMPUTING (ACCESS 1)

The Computing provision at Access 1 comprises nine units:

D2S5 07	<i>Using Technological Equipment – Identifying Equipment (Acc 1)</i>	<i>1 credit (40 hours)</i>
D2S6 07	<i>Using Technological Equipment – Basic Household Operations (Acc 1)</i>	<i>1 credit (40 hours)</i>
D2S7 07	<i>Using Technological Equipment – Basic Office and Personal Operations (Acc 1)</i>	<i>1 credit (40 hours)</i>
D2S8 07	<i>Using a Computer – Basic Operations (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93P 07	<i>Using Computer Aided Learning – Identifying Personal Learning Targets (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93R 07	<i>Using Computer Aided Learning – Explaining Educational and leisure Use of Software (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93W 07	<i>Using Computer Aided Learning – Using Educational Programs (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93V 07	<i>Using Computer Aided Learning – Using Leisure Programs (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93T 07	<i>Using Computer Aided Learning – Meeting Personal Learning Targets (Acc 1)</i>	<i>1 credit (40 hours)</i>

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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Introductory Information: Computing (Access 1)

RATIONALE

Knowledge and skills in the use of information technology (IT) are becoming essential not just for vocational purposes, but also for daily living as every aspect of our lives is increasingly affected by new technology.

The Computing and Information Technology framework seeks to develop coherent IT provision. Provision at Access level is the foundation of the framework and offers a 'first experience' of IT skills with accompanying basic knowledge and understanding.

In the Access 2 Computing Cluster there are three units:

D529 08 Using Computer Aided Learning (Acc 2)

D530 08 Using Technological Equipment (Acc 2)

D531 08 Using a Computer (Acc 2).

Access 1 Computing provision consists of nine units. Three units are derived from the unit *Using Technological Equipment (Access 2)*, one unit is derived from the unit *Using a Computer (Access 2)* and five units are derived from the unit *Using Computer Aided Learning (Access 2)*.

AIM

The aims of the Access 1 provision are to:

- develop knowledge of the use of IT
- develop basic skills in using technological equipment
- foster confidence and enjoyment in using IT
- develop basic skills in using software for education and leisure
- encourage target-setting and evaluation skills
- encourage the development of core skills
- facilitate progression to Computing units at Access 2 level

CONTENT

Three of the units which make up Access 1 provision are derived from the unit *Using Technological Equipment (Access 2)*. One Access 1 unit can provide a first step towards the achievement of the unit, *Using a Computer (Access 2)*. The remaining five units develop the candidate's appreciation of the use that software has within education and leisure.

Access 1 units may be taught concurrently or sequentially. Teachers and lecturers are encouraged to adopt a style of delivery which is most suitable to the prior knowledge and experience of the candidates. The increase in understanding which should arise from integrating units may provide added benefit for candidates and should allow holistic approaches to assessment to be used.

Introductory Information (cont): Computing (Access 1)

ASSESSMENT

There is no external assessment at Access level. Candidates should be made aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment requirements are provided in the unit specification.

It is recommended that the candidate assembles a personal information folder which could contain photographs and/or drawings of equipment and information on its use as well as a candidate log and/or photographs of the candidate completing outcomes.

GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, Access 1 units derived from units at Access 2 allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit. To allow this to happen for the Access 2 unit *D530 08 Using Technological Equipment (Access 2)*, candidates would require evidence of attainment of two out of the following three units:

- D2S5 07 Using Technological Equipment – Identifying Equipment (Access 1)*
- D2S6 07 Using Technological Equipment – Basic Household Operations (Access 1)*
- D2S7 07 Using Technological Equipment – Basic Office and Personal Operations (Access 1)*

Following achievement of two of these units, candidates should be entered for *D530 08, Using Technological Equipment (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

To achieve unit *D529 08 Using Computer Aided Learning (Access 2)* candidates would require evidence of attainment of four out of the following five units:

- D93P 07 Using Computer Aided Learning – Identifying Personal Learning Targets (Access 1)*
- D93R 07 Using Computer Aided Learning – Explaining Educational and Leisure Use of Software (Access 1)*
- D93W 07 Using Computer Aided Learning – Using Educational Programs (Access 1)*
- D93V 07 Using Computer Aided Learning – Using Leisure Programs (Access 1)*
- D93T 07 Using Computer Aided Learning – Meeting Personal Learning Targets (Access 1)*

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *External Moderation in National Qualifications and Higher National Qualifications: a guide to Centres* December 2001).

In relation to *D2S8 07 Using a Computer – Basic Operations (Access 1)* centres may wish to retain evidence of attainment if candidates are likely to use this unit in the future to count towards achievement of *D531 08 Using a Computer (Access 2)*.

Introductory Information (cont): Computing (Access 1)

SPECIAL NEEDS

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 Arrangements* (SQA, 2001)

National Unit Specification: general information

UNIT	Using Technological Equipment – Identifying Equipment (Access 1)
NUMBER	D2S5 07

SUMMARY

This unit is designed to demonstrate knowledge of commonly used technological equipment by developing the candidate's appreciation of its functions within the household and office/workplace, and for personal use.

OUTCOME

Identify technological equipment in common use.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in a Computing programme, for example a programme using Access 1 level curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Using Technological Equipment – Identifying Equipment (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

Identify technological equipment in common use.

Performance criteria

- (a) Commonly used technological equipment is identified correctly.
- (b) The use of the identified equipment is stated accurately.

Note on range for the outcome

Technological equipment: household equipment, office/workplace equipment, personal equipment.

Evidence requirements

Oral and/or written evidence of correct identification and a statement describing the use of four items of household equipment, two items of office/workplace equipment and two items of personal equipment.

National Unit Specification: support notes

UNIT Using Technological Equipment – Identifying Equipment (Access 1)

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 THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Computing unit, *D530 08, Using Technological Equipment (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or as a prelude to the other two units:

D2S6 07, Computing: Using Technological Equipment – Basic Household Operations (Access 1)

D2S7 07, Computing: Using Technological Equipment – Basic Office/Workplace and Personal Operations (Access 1).

This unit is well suited for integration into other programmes of study across the centre. Personal equipment should be easily accessed and of benefit to the candidate. Some equipment may be in use as part of the candidate's everyday living skills/life skills programme.

This unit also provides opportunities to develop the process of personal target setting within the technology context. Skills in communication, numeracy, problem solving and working with others, can also be developed with this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The unit 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. Throughout the unit there is likely to be a high degree of teacher/lecturer input, encouraging candidates to experience the use of the equipment being identified.

Arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of any candidate's special needs should be taken into account when planning learning experiences and selecting assessment strategies. Alternative arrangements should be considered as appropriate.

National Unit Specification: support notes (cont)

UNIT Using Technological Equipment – Identifying Equipment (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is anticipated that ongoing assessment will take place, informing and supporting the candidate. The candidate will become familiar with the equipment and its use during the learning programme. For the purpose of gathering evidence the candidate must identify a minimum of eight items of equipment and specify the use of each. The assessment could take the form of an interview supported by written and/or visual prompts.

Technological equipment may include:

Household equipment – TV, video camera, video player, interactive video, video/ computer link, washing machine, tumble dryer, food processor, microwave oven, teletext, computer

Office/workplace – electronic till, fax, answer machine, scanner, e-mail, Internet, computer, photocopier

Personal use – electronic communication aids, spell checkers, Braille machines, personal stereo, calculator, Minicom, personal switches, augmentative communication/mobility systems, environmental controls.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

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 further information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Using Technological Equipment – Basic Household Operations (Access 1)
NUMBER	D2S6 07

SUMMARY

This unit is designed to demonstrate skills in using technological equipment while developing the candidate's appreciation of its functions within the household.

OUTCOME

Perform basic operations using technological equipment in common use in the household.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in a Computing programme, for example a programme using Access 1 level curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Using Technological Equipment – Basic Household Operations (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 basic operations using technological equipment in common use in the household.

Performance criteria

- (a) Equipment is switched on correctly.
- (b) Equipment is operated correctly.
- (c) Equipment is switched off following manufacturer's directions.
- (d) Health and safety requirements are observed at all times.

Evidence requirements

Performance evidence to meet all performance criteria. Evidence should be gathered from the use of four items of equipment. Each item of equipment should be used on two occasions.

National Unit Specification: support notes

UNIT Using Technological Equipment – Basic Household Operations (Access 1)

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 THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Computing unit, *D530 08, Using Technological Equipment (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other two Access 1 units:

D2S5 07, Computing: Using Technological Equipment – Identifying Equipment (Access 1)
D2S7 07, Computing: Using Technological Equipment – Basic Office/Workplace and Personal Operations (Access 1).

This unit is well suited for integration into other programmes of study across the centre. Equipment should be easily accessed and of benefit to the candidate. Some equipment may be in use as part of the candidate's everyday living skills/life skills programme.

This unit also provides opportunities to develop the process of personal target setting within the technology context. Skills in communication, numeracy, problem solving and working with others, can also be developed with this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The unit 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. Throughout the unit there is likely to be a high degree of teacher/lecturer input, encouraging candidates to experience the use of the equipment being identified.

Arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of any candidate's special needs should be taken into account when planning learning experiences and selecting assessment strategies. Alternative arrangements should be considered as appropriate.

National Unit Specification: support notes (cont)

UNIT Using Technological Equipment –
Basic Household Operations (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is anticipated that ongoing assessment will take place, informing and supporting the candidate. The candidate will become familiar with the equipment and its use during the learning programme. For the purpose of gathering evidence the candidate must use four items of equipment on two occasions. The teacher or lecturer will observe these tasks and ensure that all performance criteria have been met.

Technological equipment may include:

Household equipment – TV, video camera, video player, interactive video, video/ computer link, washing machine, tumble dryer, food processor, microwave oven, teletext, computer

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

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 further information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Using Technological Equipment – Basic Office/Workplace and Personal Operations (Access 1)
NUMBER	D2S7 07

SUMMARY

This unit is designed to demonstrate skills in using technological equipment while developing the candidate's appreciation of its functions within the office/workplace and for personal use.

OUTCOME

Perform basic operations using technological equipment in common use in the office/workplace and for personal use.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in a Computing programme, for example, a programme using Access 1 level curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Using Technological Equipment – Basic Office/Workplace and Personal Operations (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 basic operations using technological equipment in common use in the office/ workplace and for personal use.

Performance criteria

- (a) Equipment is switched on correctly.
- (b) Equipment is operated correctly.
- (c) Equipment is switched off following manufacturers' directions.
- (d) Health and safety requirements are observed at all times.

Evidence requirements

Performance evidence to meet all performance criteria. Evidence should be gathered from the use of two items of office/workplace equipment and two items of personal equipment. Each item of equipment should be used on two occasions.

National Unit Specification: support notes

UNIT Using Technological Equipment – Basic Office/Workplace and Personal Operations (Access 1)

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 THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Computing unit, *D530 08, Using Technological Equipment (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other two Access 1 units:

D2S5 07, Computing: Using Technological Equipment – Identifying Equipment (Access 1)
D2S6 07, Computing: Using Technological Equipment – Basic Household Operations (Access 1).

This unit is well suited for integration into other programmes of study across the centre. Personal equipment should be easily accessed and of benefit to the candidate. Some equipment may be in use as part of the candidate's everyday living skills/life skills programme.

This unit is designed to provide opportunities to develop skills in performing the basic operations necessary to operate a variety of technological equipment in use in the office/workplace and for personal use. This could include augmentative communication/mobility systems, personal switches, environmental controls. The unit aims to foster confidence and enjoyment in using this equipment.

This unit also provides opportunities to develop the process of personal target setting within the technology context. Skills of communication, numeracy, problem solving and working with others, can also be developed with this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The unit 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 the candidates to work individually, in pairs or in small groups.

National Unit Specification: support notes (cont)

UNIT Using Technological Equipment – Basic Office/Workplace and Personal Operations (Access 1)

Throughout the unit there is likely to be a high degree of teacher/lecturer input, encouraging candidates to practise and become confident in the use of technological equipment.

Arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of any candidate's special needs should be taken into account when planning learning experiences and selecting assessment strategies. Alternative arrangements should be considered as appropriate

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is anticipated that ongoing assessment will take place, informing and supporting the candidate. The candidate will become familiar with the equipment and its use over the course of the learning programme. For the purpose of gathering evidence the candidate must use four items of equipment, two of which are office/workplace equipment and two of which are personal. Each item should be used on two occasions. The teacher/lecturer will observe these tasks and ensure that all performance criteria are met.

Technological equipment may include:

Office/workplace – electronic till, fax, answer machine, scanner, e-mail, Internet, computer, photocopier

Personal equipment – electronic communication aids, spell checkers, Braille machines, personal stereo, calculator, Minicom, personal switches, augmentative communication/mobility systems, environmental controls.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

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 further information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

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

SUMMARY

This unit is designed to develop basic skills and demonstrate the use of basic computer operations.

OUTCOME

Perform basic operations using a microcomputer system.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in a Computing programme, for example, a programme using Access 1 level curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Using a Computer – Basic Operations (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 basic operations using a microcomputer system.

Performance criteria

- (a) Procedures to load programs are followed correctly.
- (b) Operations of programs are correct.
- (c) Exit from programs is completed correctly.
- (d) Save is executed correctly.
- (e) Print is executed correctly.

Note on range for the outcome

Programs: simple programs designed for educational and/or vocational uses.

Evidence requirements

Performance evidence should be generated from the completion of four practical exercises. Each practical exercise should involve the use of different program, one of which should be simple database.

- PCs (a) to (c) Evidence of performance for four programs.
- PC (d) and (e) Evidence of performance for two programs.

National Unit Specification: support notes

UNIT Using a Computer – Basic Operations (Access 1)

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 THE CONTENT AND CONTEXT FOR THIS UNIT

This unit is derived from the Computing unit *D531 08, Using a Computer (Access 2)*.

This Access 1 unit is designed to provide opportunities to develop basic knowledge and skills in the use of a computer.

The programs used can link with the units, *Using a Computer (Access 2)* and *Using Computer Aided Learning (Access 2)*. Links can also be made to Mathematics and English and Communication units, depending on the software used.

The unit provides opportunities to develop the process of personal target setting within the technology context. Skills in communication, numeracy, problem solving and working with others can also be developed within this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The unit 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. Throughout the unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of hardware and programs

All materials should be appropriate to the needs and abilities of the candidates. 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.

National Unit Specification: support notes (cont)

UNIT Using a Computer – Basic Operations (Access 1)

A range of programs should be used, depending on the interests of candidates. One of the programs should include a simple database in order that candidates can extract and present simple data. When possible these programs should supplement work being undertaken in other units or subject areas, eg in numeracy, communication, personal and social education. This unit can also link with the unit *Using Computer Aided Learning (Access 2)*, Outcomes 3 and 4, when programs for education and for leisure are used.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is anticipated that ongoing assessment will take place, informing and supporting the candidate.

The candidate must complete four practical exercises using four programs, one program should be a simple database. The teacher or lecturer will observe these practical exercises and ensure that all performance criteria are met.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

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 Arrangements* (SQA, 2001)

National Unit Specification: general information

UNIT Using Computer Aided Learning: Identifying Personal Learning Targets (Access 1)

NUMBER D93P 07

SUMMARY

This unit offers an opportunity to set two learning targets relating to computer aided learning. This unit may be linked with the unit 'Using Computer Aided Learning: Meeting Personal Learning Targets (Access 1).

OUTCOME

Identify key aspects of personal learning targets relating to computer aided learning.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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.

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National Unit Specification: statement of standards

UNIT Using Computer Aided Learning: Identifying Personal Learning Targets (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

Identify key aspects of personal learning targets relating to computer aided learning.

Performance criteria

- a) Realistic learning targets for a learning programme are identified.
- b) The skills required to achieve the learning targets are identified correctly.
- c) The knowledge and understanding required to achieve the learning targets are identified correctly.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following; speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

Evidence identifying key aspects of personal learning targets as detailed in the performance criteria. Two learning targets must be identified and the associated knowledge and skills identified.

National Unit Specification: support notes

UNIT Using Computer Aided Learning: Identifying Personal Learning Targets (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 is one of five units from the Computing Unit D529 08 Using Computer Aided Learning (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93R 07 Using Computer Aided Learning: Explaining Educational and Leisure Use of Software, D93T 07 Using Computer Aided Learning: Meeting Personal Learning Targets, D93V 07 Using Computer Aided Learning: Using Leisure Programs and D93W 07 Using Computer Aided Learning: Using Educational Programs.

It may also be possible to link the unit with the following subjects; Mathematics, English and Communication, Music, Crafts, Art and Design or Technical.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Target setting and reviewing are used routinely as part of good learning and teaching. The teacher/lecturer should work with the candidate to decide on two realistic targets.

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The outcome 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 the candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher or lecturer input.

All materials should be appropriate to the needs and abilities of the candidates. 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Personal interview following discussion, to set two learning targets which should be recorded in a personal log or diary.

The personal log or diary could contain the following sections:

- two learning targets I have identified – PC(a)
- skills I need to reach my targets – PC(b)
- what I will have to do to reach my targets – PC(c)
- what I need to know to reach my targets – PC (c)

National Unit Specification: support notes (cont)

UNIT Using Computer Aided Learning: Identifying Personal Learning Targets (Access 1)

It is not necessary for the candidate personally to record the evidence. This may be done by the teacher/lecturer or other responsible person. In this situation, this person should authenticate the record by signing and dating a statement that it is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

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).

National Unit Specification: general information

UNIT Using Computer Aided Learning: Explaining Educational and Leisure Use of Software (Access 1)

NUMBER D93R 07

COURSE

SUMMARY

This unit is designed to increase the candidate's awareness of educational and leisure uses of software.

OUTCOME

Explain the difference between the educational use and leisure use of software.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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

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Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: statement of standards

UNIT Using Computer Aided Learning: Explaining Educational and Leisure Use of Software (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

Explain the difference between the educational use and leisure use of software.

Performance criteria

- a) Programs used for education are identified correctly.
- b) The purpose of identified programs used for education is explained accurately.
- c) Programs used for leisure are identified correctly.
- d) The purpose of identified programs used for leisure is explained accurately.

Note on range for the outcome

Education programs: used to support mathematics, language and other educational areas.

Leisure programs: used for entertainment at home, in the centre or games machines within a leisure complex.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

- PC (a) Two programs used for education are identified correctly.
- PC (b) The purpose of the two identified programs is explained accurately.
- PC (c) Two programs used for leisure are identified correctly.
- PC (d) The purpose of the identified programs used for leisure is explained accurately.

National Unit Specification: support notes

UNIT Using Computer Aided Learning: Explaining Educational and Leisure Use of Software (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 is one of five units from the Computing Unit D529 08 Using Computer Aided Learning (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93P 07 Using Computer Aided Learning: Identifying Personal Learning Targets, D93T 07 Using Computer Aided Learning: Meeting Personal Learning Targets, D93V 07 Using Computer Aided Learning: Using Leisure Programs and D93W 07 Using Computer Aided Learning: Using Educational Programs.

It may be possible to link the unit with the following subjects; Mathematics, English and Communication, Music, Crafts, Art and Design or Technical.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The outcome 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 the candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of hardware and programs.

All materials should be appropriate to the needs and abilities of the candidates. 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 effectively.

Candidates will be introduced to a variety of software. Some software will be designed to assist with education, other software will be designed for use within leisure time. Through discussion and use, candidates should become aware of the difference, for example, education programs may be used to support mathematics, language and other educational areas, whereas leisure programs may be used for entertainment at home, in the education centre, or games machines within a leisure complex.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A personal interview may be used, following discussion, to identify two examples of software used for educational purposes and two for leisure purposes.

It is not necessary for the candidate personally to record the evidence. This may be done by the teacher/lecturer or other responsible person. In this situation, this person should authenticate the record by signing and dating a statement that it is an accurate record of the work of the named candidate.

National Unit Specification: support notes (cont)

UNIT Using Computer Aided Learning: Explaining Educational and Leisure Use of Software (Access 1)

Records of the candidate's evidence should be retained for moderation purposes.

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).

National Unit Specification: general information

UNIT Using Computer Aided Learning: Using Educational Programs (Access 1)

NUMBER D93W 07

COURSE

SUMMARY

This unit is designed to give the candidate experience in using educational programs.

OUTCOME

Use educational programs.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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.

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National Unit Specification: statement of standards

UNIT Using Computer Aided Learning: Using Educational Programs (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

Use educational programs.

Performance criteria

- a) Operations of programs are undertaken correctly.
- b) Printing is undertaken correctly.

Evidence requirements

Performance evidence should be generated from the completion of four practical tasks using four programs.

- PC (a) Operations of each program are undertaken correctly on one occasion.
- PC (b) Printing is undertaken correctly for two programs.

One program should be used from each of the following: number, language.

Any two programs should be used from the following: art, music, crafts, technical, adventure or problem solving.

National Unit Specification: support notes

UNIT Using Computer Aided Learning: Using Educational Programs (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 is one of five units from the Computing Unit D529 08 Using Computer Aided Learning (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93P 07 Using Computer Aided Learning: Identifying Personal Learning Targets, D93R 07 Using Computer Aided Learning: Explaining Educational and Leisure Use of Software, D93T 07 Using Computer Aided Learning: Meeting Personal Learning Targets and D93V 07 Using Computer Aided Learning: Using Leisure Programs.

It may be possible to link this unit with the following subjects; Mathematics, English and Communication, Music, Crafts, Art and Design or Technical.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The outcome 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 the candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of hardware and programs.

All materials should be appropriate to the needs and abilities of the candidates. 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.

The candidate will use a variety of software designed for educational purposes. This can usefully be linked with other subject areas, for example those mentioned above.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidate must complete four practical tasks using four programs. The teacher or lecturer will observe these tasks and ensure that all the performance criteria are met. This should be recorded in a diary or log.

It is not necessary for the candidate personally to record the evidence. This may be done by the teacher/lecturer or other responsible person. In this situation, this person should authenticate the record by signing and dating a statement that it is an accurate record of the work or the named candidate.

National Unit Specification: support notes (cont)

UNIT Using Computer Aided Learning: Using Educational Programs
(Access 1)

Records of the candidate's evidence should be retained for moderation purposes.

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).

National Unit Specification: general information

UNIT Using Computer Aided Learning: Using Leisure Programs
(Access 1)

NUMBER D93V 07

SUMMARY

This unit is designed to give the candidate experience in using programs for leisure.

OUTCOME

Use programs for leisure.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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.

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National Unit Specification: statement of standards

UNIT Using Computer Aided Learning: Using Leisure Programs (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

Use programs for leisure.

Performance criteria

- a) Programs are selected from a provided range, giving reasons for selection.
- b) Operations of programs are correct, to the point of completion of the program.
- c) Programs are evaluated against reasons for selection.

Evidence requirements

PCs (a) and (b) Performance evidence should be generated demonstrating selection and completion of two programs, each being used twice.

PC (c) Evidence consisting of an evaluation in the form of an account or report which may be conveyed by the candidate's normal mode of communication. This may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes

UNIT Using Computer Aided Learning: Using Leisure Programs (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 is one of five units from the Computing Unit D529 08 Using Computer Aided Learning (Access 2). Candidates may find this is an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93P 07 Using Computer Aided Learning: Identifying Personal Learning Targets, D93R 07 Using Computer Aided Learning: Explaining Educational and Leisure Use of Software, D93T 07 Using Computer Aided Learning: Meeting Personal Learning Targets and D93W 07 Using Computer Aided Learning: Using Educational Programs.

Links may be made to other subjects, for example, Personal and Social Education or Physical Education.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The outcome 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 the candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher or lecturer input, encouraging candidates to practise and become confident in the use of hardware and programs.

All materials should be appropriate to the needs and abilities of the candidates. 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.

The candidate will use a variety of software designed for leisure. Leisure time may be at set times within the centre, but may also include other times. Candidates should keep a log or diary. Programs should be selected at a level appropriate to the candidate.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidate must select and complete two programs, each being used twice, giving reasons for the selection. The teacher or lecturer will collect evidence that programs have been used. Evidence may be recorded as:

- countersigned records
- photographs
- record of scores
- computer printouts
- any other similar methods

National Unit Specification: support notes (cont)

UNIT Using Computer Aided Learning: Using Leisure Programs (Access 1)

The candidate should evaluate the programs against his or her reasons for selection. The evaluation in the form of an account or report should refer to the candidate's personal log or diary.

It is not necessary for the candidate personally to record the evidence. This may be done by the teacher/lecturer or other responsible person. In this situation, this person should authenticate the record by signing and dating a statement that it is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

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).

National Unit Specification: general information

UNIT Using Computer Aided Learning: Meeting Personal Learning Targets (Access 1)

NUMBER D93T 07

SUMMARY

This unit offers an opportunity to meet two learning targets relating to computer aided learning, which have already been set. The unit may be used as a follow up to the unit Using Computer Aided Learning: Identifying Personal Learning Targets (Access 1).

OUTCOME

Describe the experience of using computer aided learning to meet personal learning targets.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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.

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National Unit Specification: statement of standards

UNIT Using Computer Aided Learning: Meeting Personal Learning Targets (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

Describe the experience of using computer aided learning to meet personal learning targets.

Performance criteria

- a) The extent to which personal learning targets are met is described accurately.
- b) The learning gained is stated accurately in terms of its relationship to future education, training and leisure time activities.

Evidence requirements

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following; speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

Evidence should relate to two learning targets.

Evidence should be generated by a response to one question for each performance criterion for each target. Additional questions may be asked to prompt the generation of evidence.

National Unit Specification: support notes

UNIT Using Computer Aided Learning: Meeting Personal Learning Targets (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 is one of five units from the Computing Unit D529 08 Using Computer Aided Learning (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93P 07 Using Computer Aided Learning: Identifying Personal Learning Targets, D93R 07 Using Computer Aided Learning: Explaining Educational and Leisure Use of Software, D93V 07 Using Computer Aided Learning: Using Leisure Programs and D93W 07 Using Computer Aided Learning: Using Educational Programs.

It may also be possible to link with the following subjects; Mathematics, English and Communication, Music, Crafts, Art and Design or Technical.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Target setting and reviewing are used routinely as part of good learning and teaching. The teacher/lecturer should have already worked with the candidate to decide on two realistic targets. This unit should be presented in an activity-based environment, using a programme of practical exercises relating to the candidate's main interests. The outcome should not be delivered in isolation, but should be integrated within the candidate's learning programme. Progress towards two realistic learning targets relating to computer aided learning should be reviewed while undertaking the learning programme.

It would be beneficial to the candidate if opportunities were made available, depending on the activity, for the candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher or lecturer input.

All materials should be appropriate to the needs and abilities of the candidates. 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Personal interview drawing on evidence from:

- initial target setting prior to undertaking the unit and referring to two learning targets relating to computer aided learning
- personal log or diary showing progress towards targets
- review sheet

The interview should contain one question for each of the two learning targets to provide evidence for each performance criteria. Additional questions may be asked to prompt the generation of evidence.

National Unit Specification: support notes (cont)

UNIT Using Computer Aided Learning: Meeting Personal Learning Targets (Access 1)

The review sheet used during the personal interview could contain the following sections:

PC (a)

- my two learning targets
- how well I did for Target A and Target B
- teacher/lecturer assessment of candidate's evaluation

PC (b)

- what I learned while meeting Target A and Target B
- how I will use this in the future

It is not necessary for the candidate personally to record the evidence. This may be done by the teacher/lecturer or other responsible person. In this situation, this person should authenticate the record by signing and dating a statement that it is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

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).