-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	**6181011**	**-Session-1991-92**
-Superclass-	**AZ**	

-Title-	**USING A KEYBOARD ($x^1/_2$)**

-DESCRIPTION-

Purpose	This module will introduce the student to a QWERTY keyboard and provide him/her with elementary keyboarding skills on screen or non-screen based equipment. It is suitable for all groups, eg: YT; school/college students; adult returners, and is appropriate to any vocational area.
Preferred Entry Level	7010020 Communication 1: Written Communication
Outcomes	The student should: 1. transcribe alpha and numerical information into printed form using a QWERTY keyboard.
Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome. The following abbreviations are used below: PC Performance Criteria IA Instrument of Assessment **Note:** The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 **TRANSCRIBE ALPHA AND NUMERICAL INFORMATION INTO PRINTED FORM USING A QWERTY KEYBOARD**

PCs

(a) Production of alpha/numeric work from printed, written, audio or braille source material is accurate.
(b) Correction of errors is comprehensive and unobtrusive.
(c) Location and use of keys is accurate.
(d) Operating and safety procedures are followed at all times.
(e) A tidy workstation is maintained at all times.

IA Assignment

The student will be required to complete two tasks:

(i) A task of between 90-110 words, consisting of at least two paragraphs and which includes the alphabet using upper and lower cases and punctuation.
(ii) A task of at least 90-110 words or word equivalents which includes at least five sets of numbers and at least four different symbols.

Source information provided by the tutor should include specific instructions for line spacings, margins and any other relevant information.

The student will proofread the tasks to ensure there are no errors. There should be no more than one error in each task on submission by the student and he/she will be permitted to amend this error (which may be indicated by the tutor) and submit error free copy thereafter.

Where non-screen based equipment is used, one error per task will be acceptable if this is an uncorrectable error, but only if the sense of the material is not affected.

The insertion of an additional clear line or an additional character space, for example, would be acceptable provided the overall balance of the material on the page is not adversely affected.

Where a task is submitted with more than one error the student will require to complete a task from different source material drawn up to meet the same specification.

Satisfactory performance will be that all the Performance Criteria are met.

Evidence of achievement should be recorded in an appropriate checklist which should be retained along with all documentation for the Subject Assessor.

The following sections of the descriptor are offered as guidance.
They are not mandatory.

CONTENT/CONTEXT

Position of hands in relation to a keyboard and use of appropriate fingers to input alphabetic data, numerical data and symbols within the physical capabilities of the student.

Practical examples appropriate to the needs of the individual or group, eg. inputting paragraphs, inputting a BASIC program; inputting stock or personnel data.

Source material may be any of printed, written, audio or braille.

Introduction to planning the layout of different types of work, Interpretation of written and oral instructions.

Development of proofreading skills, unobtrusive correction of errors.

Routine care of machine.

SUGGESTED LEARNING AND TEACHING APPROACHES

The student should be encouraged to take a positive attitude towards the quality of his/her own work and be resourceful, self-critical and self-correcting. The importance of confidentiality, loyalty and security (with appropriate reference to the legal aspects of data protection, copyright and health and safety) should be stressed. These aspects could be reinforced by the use of case studies.

Realistic materials and documentation should be used throughout and a thematic approach adopted. Proofreading skills, spelling, punctuation and the ability to use resource and reference material effectively are integral to work in the office and due emphasis should be placed on these aspects.

Both manual and computerised systems for different processes carried out in the office should be covered whenever possible with supporting discussion on the advantages/disadvantages of each system providing useful background.

Any alpha/numeric keyboard can be used.

Emphasis should be placed on eliminating the need to search for keys, but in order that the keyboard can be used in the most efficient manner, basic touch keyboard skills should be taught.

Students should be encouraged to increase keyboarding speeds but accuracy should take precendence over speed. The importance of good proofreading skills should be emphasised and specific tasks could be set to develop this skill with students proofreading each others work.

Students should be able to prepare and set up machines for use, locate and operate all alpha, numeric, punctuation and control keys, input information from copy to required layout and store information as appropriate and produce printed copy if required.

Students should be able to carry out routine care of machine and report machine faults.

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