

National Unit Specification: general information

UNIT Using a Keyboard (Access 3)

NUMBER D519 09

CLUSTER Business (Access 3)

SUMMARY

The aim of this unit is to introduce candidates to the alphanumeric keyboard, and to provide them with basic keyboarding skills.

OUTCOMES

- 1 Demonstrate good working practices.
- 2 Produce text using an alphanumeric keyboard.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

Superclass: AZ

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

Demonstrate good working practices.

Performance criteria

- (a) A tidy workstation is maintained at all times.
- (b) Operating and safety procedures are followed at all times and any faults in equipment are reported to the appropriate person.
- (c) All work is filed according to organisational procedures.

Evidence requirements

This outcome should be evidenced by an observation checklist.

OUTCOME 2

Produce text using an alphanumeric keyboard.

Performance criteria

- (a) Location and use of alphanumeric keyboard is correct.
- (b) Instructions are followed accurately.
- (c) All data is checked for accuracy and error-free copy is achieved.

Note on range for the outcome

Specification: figures, symbols, upper case and lower case letters, punctuation, setting margins.

Text: paragraph.

Evidence requirements

Evidence will consist of hard copy of 2 paragraphs of approximately 50 words each. All data should be error-free on final submission. On first submission the teacher/lecturer may point out a maximum of 2 errors in each paragraph which should be corrected and error-free work re-submitted.

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

Outcome 1

Candidates should be aware of procedures for reporting problems in operating equipment, as well as organisational procedures for security and confidentiality. Candidates should also be aware of potential hazards relating to electrical equipment and VDUs (if appropriate). Candidates should be aware of any health and safety procedures peculiar to the organisation. Candidates should develop a knowledge of their machines and appreciate the necessity to care for and maintain them. Candidates should know how to file completed work and worksheets.

Outcome 2

Candidates will be expected to demonstrate the appropriate position of hands in relation to the keyboard and the use of appropriate fingering to input alphabetic data, numerical data and symbols. This will be dependent upon the physical capabilities of the candidate.

The concept of planning layouts for different types of work should be introduced. Also, candidates should appreciate paragraphs and their purpose.

All materials used should be appropriate to the needs of the individual, and candidates will be permitted to work from a variety of source material in the candidate's preferred form.

Candidates should be able to prepare their machines for use, locate appropriate keys, input the information accurately and produce a printed hard copy. They should also have knowledge of, and be able to take routine care of, their machines.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout this unit candidates are encouraged to adopt a thematic approach. All candidates should be encouraged to accept responsibility for their work and to view it with a positive attitude. Candidates should develop their ability to be self-critical and then self-correcting. This is reinforced by the emphasis on candidates to proof-read their work and correct their own errors prior to submission.

At the beginning of this unit there is likely be a high level of input from the teacher/lecturer. However, as the unit progresses, all candidates should be encouraged to take ownership of their work and have a positive attitude towards the quality of their work.

Emphasis, therefore, should be placed on the development of each individual's skills of proof-reading, spelling, punctuation and the ability to make use of resources and reference material, all of which form an integral part of work in an office environment. Where appropriate, candidates should be encouraged to make use of the spellcheck facility and to correct their work to ensure error-free submissions.

National Unit Specification: support notes (cont)

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The teacher/lecturer's role is then likely to evolve to one of supervisor, ensuring quality of work and accuracy of keyboarding skills (depending on the ability of the individual). Attention should be given to the efficient use of the keyboard and removing the time-wasting process of searching for keys. The basic skill of touch typing should be taught (subject to the individual's physical capabilities) and where practical, candidates should be encouraged to maximise their keyboarding speeds with the maintenance of accuracy standards being paramount.

All materials used should be both realistic and achievable. They should be used in order to reinforce teacher/lecturer input.

An observation checklist should be used throughout the unit to monitor candidate competence over a period of time.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to produce 2 paragraphs of text that meet the expected requirements of this unit. The assessment material can and should be used when the teacher/lecturer feels that the candidate is able to successfully complete it.

Before the document is submitted for signing it should be proof-read by the candidate and there should be no more than 2 errors in each paragraph. These errors may be indicated by the teacher/lecturer. The candidate will then be permitted to amend these errors and submit an error-free document.

Outcome 1

The use of an observation checklist.

Outcome 2

The production of hard copy of the task.

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).