

## Credit Rating Unit Specification

General Information	
Unit Title	Click 2 Connect
Unit Code	CR02 03 (superclass CA)
SCQF Level	3
SCQF Credit Points	3

### Unit Purpose

This unit is designed to provide accreditation for learners who are learning the basics of ICT. The aim of this unit is to provide learners with the practical skills and knowledge to build on and improve their basic ICT skills.

Learners will develop confidence and skills in using at least one digital device, either a personal computer or laptop.

The unit is also a useful introduction to other ICT subjects such as:

- BCS – Computer and Online Basics ITQ Entry Level 3
- BCS - Award in E Safety – ITQ Level 1
- ECDL

### Learning Outcomes

On successful completion of the Unit the learner will be able to:

1. Identify and use main components of a PC or laptop
2. Create, save and print a simple word document
3. Use e-mail to communicate and exchange basic information
4. Demonstrate basic use of the internet

### Recommended Prior Knowledge and Skills

No prior entry qualifications are required to undertake this unit. However one or more of the following attributes would suggest learners could undertake this qualification:

- Willingness to learn
- An interest in computers and digital technology

## Credit Rating Unit Specification

### Statement of Standards

#### Performance Criteria for each Outcome

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and / or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### Outcome 1: Identify and use main components of a PC or laptop

##### Knowledge and / or Skills

- a. Identify a minimum of two hardware parts of a PC or laptop.
- b. Identify a minimum of two software programmes of a PC or laptop.
- c. Safely switch a PC or laptop on and off.
- d. Log on securely using a username and password and log off .

#### Outcome 2: Create, save & print simple word documents

##### Knowledge and / or Skills

- a. Follow the correct procedure to open up word processing application.
- b. Create simple text information (word processing) in a minimum of two word documents.
- c. Create and name a folder.
- d. Save a minimum of two basic word documents into the folder.
- e. Print a minimum of two basic word documents.
- f. Follow the correct procedure to close down word processing application.

#### Outcome 3: Use e-mail to communicate and exchange basic information

##### Knowledge and / or Skills

- a. Create a new email account.
- b. Receive and read a minimum of two simple emails.
- c. Create and send a minimum of two simple emails.
- d. Create a basic email with an attachment and send.
- e. Receive and open an email with an attachment.

#### Outcome 4: Demonstrate basic use of the Internet

##### Knowledge and / or Skills

- a. Carry out a minimum of two simple searches using the Internet.
- b. Increased awareness of basic online safety.

## Credit Rating Unit Specification

### Evidence Requirements for each Outcome

Assessments will be carried out in a way that suits the learning group and the delivery context. It could be carried out sequentially (Outcome 1 followed by Outcome 2 etc.) It may also be carried out by delivering tasks that produce evidence for two outcomes together.

Learners can produce written evidence, or oral evidence through discussions in groups or with their tutor and the tutor can attest to oral evidence by recording it and signing an appropriate assessment record.

### Outcomes

Outcome 1(a), (b) and Outcome 4(b) - written and / or oral evidence

Outcome 2(b), (c), (e); Outcome 3(a),(c),(d) and Outcome 4(a) - product evidence

Outcome 1(c), (d); Outcome 2(a), (d), (f) and Outcome 3(b), (e) - performance evidence

Learners will need to provide evidence to demonstrate their Knowledge and / or Skills across all Outcomes by showing that they can:

### Outcome 1: Identify and use main components of a PC or laptop

Each learner must provide evidence to show that they can:

- a. Identify a minimum of two hardware parts of a pc or laptop.
- b. Identify a minimum of two software programmes for a PC or laptop.
- c. Safely switch on and off a PC or laptop.
- d. Safely log on using a password and log off.

### Evidence Requirements

Learners must be able to identify a minimum of two hardware parts of a PC or laptop, e.g. mouse, keyboard, monitor, printer etc.

Learners must be able to identify a minimum of two software programmes for a PC or laptop, e.g. Microsoft outlook (email), Internet Explorer (Internet Browser), Windows (Operating System), Antivirus (McAfee) and Word Processor (Word) etc.

Evidence for this can be produced in the context of a group discussion followed by the completion of the student assessment workbook. Within the group context each learners should give their own responses even if the examples are similar to others within the group. A checklist should be used to record evidence that the learner has met the standard described in the performance criteria and that each individual has contributed appropriate evidence.

Learners must be able to demonstrate to the tutor they can safely switch on and off their PC or laptop as well as demonstrating they can safely log on and log off. This will be evidenced through performance and observation.

Performance evidence will be recorded on an assessor checklist / student assessment workbook.

## Credit Rating Unit Specification

### Outcome 2: Create, save and print simple word documents

Each learner must provide evidence to show that they can:

- a. Follow the correct procedure to open up word processing application
- b. Create simple text information (word processing) in a minimum of two word documents
- c. Create and name a folder
- d. Save a minimum of two basic word documents into the folder
- e. Print a minimum of two basic word documents
- f. Follow the correct procedure to close down word processing application

#### Evidence Requirements

Learners must be able to create a minimum of two simple pieces of text information.

Learners must be able to create and name a folder in which to store their documents.

Learners must be able to print off a minimum of two simple word documents. Evidence for this can be achieved by completing the activities within the student assessment workbook and saving work onto the PC or laptop. Completion of these activities will ensure that the learner has met the standard described in the performance criteria.

Learners must be able to demonstrate to the tutor they can safely close down the word document on their PC or laptop. This will be assessed through performance & observation.

Performance evidence will be recorded on an assessor checklist / student assessment workbook.

Product evidence will be recorded on an assessor checklist / student assessment workbook and will be supported through copies of printed work / screenshots / files etc.

### Outcome 3: Use e-mail to communicate and exchange basic information

Each learner must provide evidence to show that they can:

- a. Create a new email account.
- b. Receive and read a minimum of simple two emails.
- c. Create and send a minimum of two simple emails.
- d. Create a basic email with an attachment and send.
- e. Receive and open an email with an attachment.

#### Evidence Requirements

Learners must be able to create a new email account. Receive and read a minimum of two emails. Create and send a minimum of two simple emails. Create a basic email with an attachment and send and receive and open an email with an attachment.

## Credit Rating Unit Specification

Evidence for this can be achieved by completing the activities within the student assessment workbook. Completion of these activities will ensure that the learner has met the standard described in the performance criteria.

Performance evidence will be recorded on an assessor checklist / student assessment workbook.

Product evidence will be recorded on an assessor checklist / student assessment workbook and will be supported through copies of printed work / screenshots / files etc.

### **Outcome 4: Demonstrate a basic use of the Internet**

Each learner must provide evidence to show that they can:

- a. Carry out a minimum of two simple searches using the internet.
- b. Have an increased awareness of basic online safety.

### **Evidence Requirements**

Learners must be able to carry out a minimum of two simple searches using the internet. Evidence for this can be achieved by completing the activities within the student assessment workbook. Completion of these activities will ensure that the learner has met the standard described in the performance criteria.

Product evidence will be recorded on an assessor checklist / student assessment workbook and will be supported through copies of printed work / screenshots / files etc.

Learners require to provide evidence that they have an increased awareness of basic online safety.

Evidence for this can be achieved by completing the activities within the student assessment workbook. Completion of these activities will ensure that the learner has met the standard described in the performance criteria.

### **Support Notes**

#### **Guidance on Content and Context for Unit**

The aim of this unit is to provide learners with the practical skills and knowledge to build on and improve their basic ICT skills.

Learners will develop confidence and skills in using a PC or laptop.

## Credit Rating Unit Specification

Key areas of knowledge are:

- Increased confidence in basic computing skills including word processing.
- Increased confidence and skills in using the internet for simple searches.
- Increased confidence and skills in the use of email to communicate and share basic information.

### Guidance on Delivery and Assessment

Assessments will be carried out in a way that suits the learning group and the delivery context. It could be carried out sequentially (Outcome 1 followed by Outcome 2 etc). It may also be carried out by delivering tasks that produce evidence for two outcomes together.

Learners can produce written evidence, or oral evidence through discussions in groups or with their tutor and the tutor can attest to oral evidence by recording it and signing an appropriate assessment record.

The exact time allocated to this Unit is at the discretion of the centre. The notional design length is 30 hours meaning that learners will spend approximately 30 hours learning and completing assessments. Not all of this time need involve contact with a tutor or be in a "classroom" setting.

Typically assessments should constitute approximately 10% of the time allocated to the unit meaning that each candidate will spend approximately 3 hours completing assessment tasks.

Tutors should introduce the Unit to give learners a full understanding of the requirements and the range of delivery methods that can be used including practical demonstrations, practical activities, student centred learning and group discussions.

Outcomes will be assessed through observation and learner produced supporting evidence such as print outs, screenshots and files and by verbal questioning.

Outcomes 1, 2, 3, 4 delivery will include demonstrations and practical activities.

**Outcomes 1, 2, 3 and 4** will be assessed through observation, by verbal questioning, by practical activities and through the completion of relevant sections within the student assessment book.

This unit is aimed at learners who have few or no qualifications, delivery and assessment should introduce learners to positive learning and assessment experiences.

Evidence of learning for assessment can be provided orally. In this case the tutor should provide a witness statement that the learner has demonstrated learning during assessment to ensure quality.

## Credit Rating Unit Specification

Tutors must ensure that each learner has provided evidence, especially where candidates are giving spoken evidence including in a group situation. A checklist should be used to record evidence that candidates have met the standard described in the performance criteria and that each individual has contributed appropriate evidence.

The student assessment book should be completed in full to evidence learning outcomes have been met.

Practical skills will be assessed individually and observed by the tutor. Learners will have several opportunities to practice their skills prior to assessment.

### Essential Skills

There are opportunities throughout this unit for learners to develop essential skills. It is expected the learners will develop basic ICT skills, which will assist in preparing them to engage in further learning, training or employment related opportunities.

These essential skills are signposted under the outcomes as follows:

#### **Outcome 1: Identify and use main components of a PC or laptop**

- ICT
- Communication
- Autonomy / Working with others

#### **Outcome 2: Create, save and print a simple word document**

- ICT

#### **Outcome 3: Use e-mail to communicate and exchange basic information**

- ICT
- Communication

#### **Outcome 4: Demonstrate basic use of the Internet**

- ICT
- Communication

And the additional essential skills of Employability and Problem solving.

### Equality and Inclusion

This unit specification is intended to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning the learning experience and selecting assessment instruments or considering alternative outcomes for the unit.

## Credit Rating Unit Specification

History of Changes		
Version	Date	Description of Changes
0	28.6.18	Credit rated and uploaded to SCQF database
1		
2		
3		