Essential Skills - Using Computers and the Internet

LEVEL 2	**5** **TCE CREDIT POINTS**
COURSE CODE	ESC205114
COURSE SPAN	2014 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2020. Use A-Z Courses to find the current version (if available).

The Essential Skills - Using Computers and the Internet course is designed for learners who need to develop their everyday adult skills in use of computers and the internet in order achieve their educational and vocational goals

Achievement of a Satisfactory Achievement award in this courses is accepted as a proxy indicator that a learner has met the TCE's 'everyday adult' standard for using computers and the interenet.

Rationale

The Essential Skills – Using Computers and the Internet course is designed for learners who need to develop their everyday adult skills in use of computers and the internet in order achieve their educational and vocational goals.

The course document:

- clearly identifies the skills learners need to develop
- states the standards learners must achieve.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. correctly identify digital technology tools appropriate to routine tasks in everyday adult settings, including the workplace
2. correctly interpret routine information and terminology from a range of sources and use such information to access and employ digital technologies
3. correctly follow routine instructions, specifications and/or directions regarding the use of information and communications technology
4. use digital technologies to successfully complete routine everyday adult tasks, including those typical of a workplace
5. apply learning and thinking skills to improve skills in the use of digital technologies
6. review own performance in the completion of routine tasks
7. follow guidelines and procedures relating to the healthy and safe use of digital technologies
8. identify and describe everyday potential hazards in the use of digital technologies
9. follow given principles and practices relating to the use of the internet, email and social media
10. describe safe and unsafe practices in the use of social media and related technologies
11. describe and comply with given principles and practices relating to use other peoples' information, images, ideas or words.

Pathways

Essential Skills – Using Computers and the Internet provides basic background to learners considering further courses in the digital technologies learning area, for example, *Computer Applications* Level 2.

Resource Requirements

This course requires learners to have access to: computers (desk and/or laptops) with connection to the internet and email; hardware appropriate to tasks in everyday adult settings, including the workplace (such as a printer, scanner and storage devices); and software appropriate to tasks in everyday adult settings, including the workplace (such as a word processor, spread sheet and simple graphics application). Additional resources may be required depending on provider-selected learning tasks (see 'Course Content' below).

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

Course Delivery

This course has been designed to enable all learners to achieve everyday adult use of computers and the internet standards. Course delivery must be flexible in order to meet the needs of a range of learners.

Course Content

This course has two parts – both are **compulsory**. Part B may be delivered and assessed within the context of practical tasks undertaken in Part A, as standalone tasks, or a mixture of both approaches.

PART A: Learners will undertake a range of practical tasks in order to develop and demonstrate their knowledge, understanding and skills in:

- identifying routine tasks in everyday adult settings, including the workplace, and identifying appropriate digital technology for a task
- interpreting information and terminology to access and use digital technology
- following procedures, specifications and/or directions and use digital technologies to successfully complete routine tasks in everyday adult settings, including the workplace
- reviewing their performance in completing tasks.

In constructing the range of practical tasks to be undertaken by learners, the provider will **ensure** that tasks provide opportunities for learners to develop and demonstrate their knowledge, understanding and skills in:

- file types and file management - creating, saving, opening and deleting files, naming and organising files/folders, issues of backup and file damage (e.g. viruses), common file types (e.g. docx, pdf, jpg, png), differences between operating systems (OS), applications and files
- the use of common software tools/applications:
  - word processing – cut/paste, copy/paste, delete text, insert text, use of left, right and full justification, use of different fonts, use of different styles (bold, underline, italics), use of spell and grammar checks
  - spreadsheets – inserting numeric and textual data, use of simple formulas (e.g. addition of rows/columns, averaging, calculating GST), using data to create graphs, tables and charts
  - graphics – cropping, rotating, flipping, image capture (e.g. from internet, clip art and/or digital camera), inserting images into text documents
  - internet – browser features, website navigation and search strategies
  - email – receiving and sending emails, opening attachments (e.g. images or pdfs), sending attachments (e.g. images or pdfs), organisation of boxes/folders, use of Cc and Bcc, sending emails to groups
- the characteristics and use of common hardware tools:
  - desktop and/or laptop computers
  - 'smart' phones and/or digital tablets
  - printers
  - scanners
  - audio input and output hardware
  - keyboard, numeric pads and mouse
  - storage devices (e.g. internal/external drives, CD/DVD, USB flash drive)
  - cloud storage
  - touch screens.

While the lists above describe **compulsory** content, practical tasks may involve the study and use of additional digital technologies and related skills.

In constructing the range of practical tasks to be undertaken by learners, the provider will **ensure** that tasks are contextualised in everyday adult settings, including the workplace.

PART B: Learners will develop and demonstrate their knowledge, understanding and skills in:

- using digital technologies effectively, safely and productively.

This may be done in the context of the practical tasks undertaken in Part A, as standalone tasks, or a mixture of both approaches.

In constructing learning tasks to be undertaken by learners, the provider will **ensure** that tasks provide opportunities for learners to develop and demonstrate their knowledge, understanding and skills in:

- identifying and following given guidelines/procedures relating to the access and use of computers and other digital technologies, and the use of ergonomic aids and physical settings (e.g. eating/drinking rules)
- identifying potential hazards in everyday adult settings, including the workplace, relating to the use of digital technologies – trip, spill and electrical hazards, and personal health hazards such as eye/joint strains
- identifying potential dangers in revealing information – personal information (e.g. harassment, identity theft, cyber bullying), financial information (e.g. credit card information theft), workplace information (e.g. impact on business, other staff, self)
- principles and practices in the safe use of social media and related technologies

- principles and practices in the use of the internet and email – 'netiquette' and email etiquette, access rules/guidelines, differences between personal and study/work use of digital technologies, unacceptable/illegal files/sites
- principles and practices in the use of other peoples' information, images, ideas or words (i.e. academic integrity, referencing/citation, copyright and ownership).

While the list above describes **compulsory** content, tasks may involved the study of additional issues related to the use of digital technologies.

In constructing tasks to be undertaken by learners, the provider will **ensure** that tasks are contextualised in everyday adult settings, including the workplace.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner's work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document
    - archived samples of individual learner's work sufficient to illustrate the borderline between that judged as 'Satisfactory Achievement' and 'Preliminary Achievement' (or not pass/no award).

This process will usually also include interviews with past and present learner.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Essential Skills – Using Computers and the Internet Level 2 is based on whether the learner can:

1. identify digital technology tools suitable for routine tasks
2. interpret information to access and use digital technology
3. follow procedures to perform given tasks, and review performance
4. use digital technologies effectively, safely and productively

Standards

Criterion 1: identify digital technology tools suitable for routine tasks

The learner:

Rating C
correctly identifies routine tasks in everyday adult settings, including the workplace
correctly identifies digital technology tools appropriate to such routine tasks.

Explanation of Standards

Illustrative examples of 'routine tasks' in everyday adult settings, including the workplace, include but are not limited to:

- entering numeric data into a spreadsheet or electronic cash register
- sending and receiving SMS messages and/or emails
- accessing documents from an intranet
- creating and/or capturing a simple image
- accessing information from the internet
- constructing tables, graphs and charts using a spreadsheet
- entering text into forms and/or creating text documents such as simple reports.

'Appropriate digital technology tools' include:

- software tools (Illustrative examples include, but are not limited to: wordprocessors for text entry; spreadsheets for numeric data and preparing charts; internet for searching for information; email for sending text messages/image attachments; and a graphics tool for creation of images)
- hardware tools (Illustrative examples include, but are not limited to: scanning devices for entering data from bar codes; keyboard for text entry; numeric pads for numeric (only) data entry; laptops and touch screen devices (such as tablets) for tasks requiring portability; personal digital assistance (PDA) devices for personal reminders, communications and calendars; a printer for creation of hardcopies; a digital camera for image capture; and a photocopier for creation of multiple copies and functions such as stapling).

Criterion 2: interpret information to access and use digital technology

The learner:

Rating C
correctly interprets routine information and terminology from a range of sources
uses such information to access and employ digital technologies for routine tasks.

Explanation of Standards

Illustrative examples of 'routine information' in everyday adult settings, including the workplace include, but are not limited to information contained within:

- reports
- catalogues
- emails
- forms
- procedures and instruction manuals.

'Routine terminology' used in everyday adult settings, including the workplace, includes but is not limited to:

- terms related to document formatting (e.g. centred text, justified text, header/footer, line spacing)
- the names of common digital technology tools (e.g. spreadsheet, laser printer, mouse, scanner, mobile phone, cursor)
- document types (e.g. procedures, manuals, reports, forms, pdf, jpg, png, docx)

- the names of common digital technology processes (e.g. data entry, data verification, numeric vs textual data, file saving, loading and deletion).

Illustrative examples of using such information to 'access and employ digital technologies for routine tasks' used in everyday adult settings, including the workplace include, but are not limited to:

- use of manuals and instructions to undertake common hardware tasks (e.g. connecting power supply to a laptop, connecting a keyboard/mouse/printer to a computer)
- use of manuals and instructions to undertake common data entry tasks (e.g. setting a photocopier to print 50 duplex copies from a single-side document and staple each set in the top right-hand corner, changing page orientation in a Word document, creating a simple graph using a spreadsheet).

Such manuals and instructions may be printed and/or software/online 'Help' menus, on-line instructions, pdf documents, and so on.

Criterion 3: follow procedures to perform given tasks, and review performance

The learner:

Rating C
correctly follows given instructions, specifications and/or directions
uses digital technologies to successfully complete routine tasks
undertakes review of their performance in such tasks.

Explanation of Standards

'Instructions, specifications and/or directions' in everyday adult settings, including the workplace include, but are not limited to:

- specified equipment and technologies to be used in completion of a task
- the timeframe in which the task/sub-tasks are to be completed
- specifications regarding the product (e.g. format, size, document type(s), layout).

Illustrative examples of 'routine tasks' in everyday adult settings, including the workplace include, but are not limited to:

- entering numeric data into a spreadsheet or electronic cash register
- sending and receiving SMS messages and/or emails
- accessing documents from an intranet
- creating and/or capturing a simple image
- accessing information from the internet
- constructing tables, graphs and charts using a spreadsheet
- entering text into forms, creating text documents such as simple reports.

'Review of performance' includes, but is not limited to:

- discussing task with teacher or mentor
- acknowledging feedback from peers/colleagues
- comparing accuracy of entered data
- comparing finished product to specifications.

Criterion 4: use digital technologies effectively, safely and productively

The learner:

Rating C
follows given guidelines/procedures relating to the healthy and safe use of digital technologies
identifies and describes everyday potential hazards in the use of digital technologies
describes and complies with given principles and practices relating to use of the internet and email

describes safe and unsafe practices in the use of social media and related technologies
describes and complies with given principles and practices relating to use other peoples' information, images, ideas or words.

Explanation of Standards

'Given guidelines/procedures relating to the healthy and safe use of digital technologies' in everyday adult settings, including the workplace include, but are not limited to:

- guidelines/procedures concerning access to computer hardware/software, and technologies such as mobile phones and pads
- guidelines/procedures relating to the use of ergonomic aids and use of physical settings (e.g. eating/drinking rules).

Illustrative examples of 'everyday potential hazards' in everyday adult settings, including the workplace include but are not limited to:

- trip hazards from cables/cords
- spill hazards such as drinks near computer equipment
- electrical hazards such as over-use of sockets or frayed/damaged cords
- personal health hazards such as sore eyes or joints due to lack of rest breaks/movement or incorrect use of ergonomic aids.

'Principles and practices regarding the use of the internet and email' in everyday adult settings, including the workplace include, but are not limited to:

- internet 'netiquette' and email etiquette
- rules concerning access to websites (e.g. access to inappropriate content)
- differences between personal and study/work use of the internet and email.

'Describes safe and unsafe practices in the use of social media' in everyday adult settings, including the workplace include but are not limited to written and/or verbal descriptions of:

- potential dangers in revealing personal information (e.g. undesired attention/harassment, identity theft, erosion of personal privacy)
- potential dangers in revealing financial information (e.g. credit card information theft)
- potential dangers in revealing workplace information (impact on business/organisation, other staff and self)
- cyber bullying and harassment
- unacceptable/illegal photos, videos and text.

'Related technologies' may include, but are not limited to:

- twitter
- blogs
- emails
- SMS
- video/photo/music sharing sites.

Qualifications Available

Essential Skills – Using Computers and the Internet Level 2 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 4 ratings.

The minimum requirements for an award in Essential Skills – Using Computers and the Internet Level 2 are as follows:

> SATISFACTORY ACHIEVEMENT (SA)
> 'C' rating in all four (4) criteria
>
> PRELIMINARY ACHIEVEMENT (PA)
> 'C' rating in three (3) criteria

TCE Standard For Everyday Adult Use Of Computers And The Internet

Learners who gain a Satisfactory Achievement award in this Level 2 course must be able to:

- use a computer and common software (such as a word processor, spreadsheet) effectively, safely and productively
- use the internet and email effectively, safely and productively.

A more detailed and technical account illustrating the meaning of the standard is given in Appendix 3 of the Tasmanian Certificate of Education course document.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

The Essential Skills – Using Computers and the Internet course meets the requirements of the unit of competence FSKDIG03 'Use digital technology for routine workplace tasks' from the Foundation Skills Training Package. A learner who gains a qualification in Essential Skills – Using Computers and the Internet with a Satisfactory Achievement award may reasonably expect a Registered Training Organisation with the unit on its scope to grant direct recognition (Recognition of Prior Learning/credit transfer) for 'Use digital technology for routine workplace tasks' (FSKDIG03) on the basis of successful achievement in this TASC accredited course.

The relationship between Essential Skills – Using Computers and the Internet and '*Use digital technology for routine workplace tasks*' (FSKDIG03) is shown in the table below:

Use digital technology for routine workplace tasks (FSKDIG03)		Essential Skills – Using Computers and the Internet	
Element (*essential outcome*)	*Performance Criteria*	*Criteria*	*Standard Element(s)*
1. Prepare to use digital technology	1.1 Identify routine workplace tasks	1 - identify digital technology tools suitable for routine tasks	• correctly identifies routine tasks in everyday adult settings, including the workplace
	1.2 Identify appropriate digital technology for the task	1 - identify digital technology tools suitable for routine tasks	• correctly identifies digital technology tools appropriate to such routine tasks
	1.3 Interpret routine workplace information and terminology	2 - interpret information to access and use digital technology	• correctly interprets routine information and terminology from a range of sources
2. Complete routine workplace task	2.1 Interpret routine information from a range of sources to access and use digital technology	2 - interpret information to access and use digital technology	• correctly interprets routine information and terminology from a range of sources • use such information to access and employ digital technologies for routine tasks
	2.2 Follow workplace procedures to perform a task using technology	3 - follow procedures to perform given tasks, and review performance	• correctly follows given instructions, specifications and/or directions • uses digital technologies to successfully compete routine tasks
	2.3 Review performance	3 - follow procedures to perform given tasks, and review performance	• undertakes review of their performance in such tasks

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 20 June 2013 for use in 2014 to 2018. This course replaces Skills – ICT (ICT205109) that expired on 31 December 2013.

Version 1.a - 22 November 2019 - Addition of cloud storage to Part A content and addition of Pathways information. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- ESC205114CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government