Basic Computing

LEVEL 1	10 TCE CREDIT POINTS
COURSE CODE	ICT110114
COURSE SPAN	2014 — 2022
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2021. Use A-Z Courses to find the current version (if available).

This course is designed for learners who have little or no background in computing and who need to gain basic practical skills in computing

Through practical experience, learners develop basic skills and confidence in dealing with common information technologies, and understand their application and implication in work, leisure and communication. On successful completion of this course, learners will: identify simple tasks in everyday adult settings, including the workplace, and identify appropriate digital technology for a specific task; identify and use common software tools; identify and use common hardware tools; use basic internet browser and email functions; develop skills in planning and completing tasks, and reviewing own performance; develop an understanding of personal safety and security issues related to the use of digital technology; follow occupational health and safety procedures when using computers and digital technology.

Course Description

This course is designed for learners who have little or no background in computing and who need to gain basic practical skills in computing. Through practical experience, learners develop basic skills and confidence in dealing with common information technologies, and understand their application and implication in work, leisure and communication.

Learning Outcomes

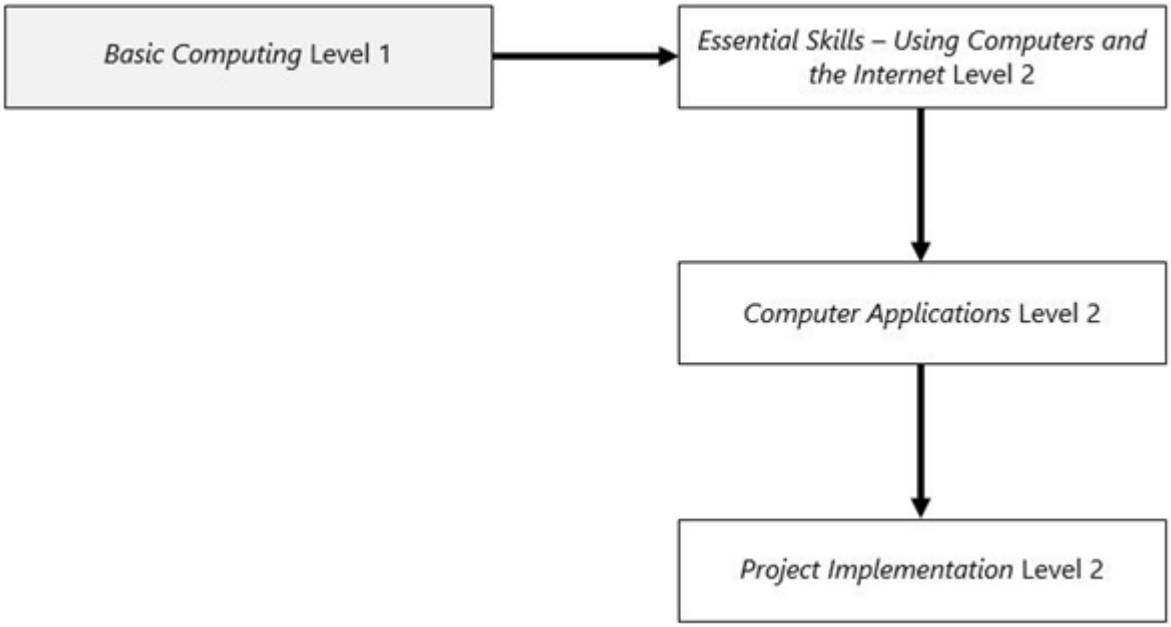
On successful completion of this course, learners will be able to:

1. identify simple tasks in everyday adult settings, including the workplace, and identify appropriate digital technology for a specific task
2. identify and use common software tools
3. identify and use common hardware tools
4. use basic internet browser and email functions
5. develop skills in planning and completing tasks, and reviewing own performance
6. develop an understanding of personal safety and security issues related to the use of digital technology
7. follow occupational health and safety procedures when using computers and digital technology.

Pathways

Basic Computing Level 1 can be used as a pathway to Level 2 courses in the computing area:

Basic Computing Level 1 is a pathway to *Computer Applications* Level 2, *Essential Skills – Using Computers and the Internet* Level 2, or entry level Vocational Education and Training (VET) Units or Certificate I qualifications with a computing focus.



Resource Requirements

This course requires learners to have access to: computers (desktop and/or laptop computers, digital tablets or other equivalent devices) with connection to the internet and email; hardware appropriate to simple tasks in everyday adult settings, including the workplace (such as a printer and storage devices); and software appropriate to simple 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 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.

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 simple, practical tasks in order to develop and demonstrate their knowledge, understanding and skills in:

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

In constructing the range of simple 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:

- distinguishing document files from software applications, simple file management (such as creating, saving, opening and printing files), launching/opening software applications, and basic cloud storage
- identifying simple tasks in everyday adult settings, including the workplace (such as entering simple textual information, sending a simple SMS, completing simple on-line surveys, entering simple numeric data) and selecting common software and hardware tools appropriate to such tasks (e.g. using a word processor to enter simple textual information and a printer to create a hardcopy of the document file, using an internet browser to access an on-line survey form and a keyboard for textual input using a spread sheet, and a numeric pad for entry of simple numeric data)
- the use of basic features in common software tools/applications:
    - word processing – entering simple text, using basic features such as underline and bold
    - spread sheets – inserting numeric and textual data, use of simple formulas (e.g. addition of a set of cells)
    - graphics – using basic features such as cropping and rotating
    - internet – using common browser features (e.g. history and bookmarks, changing windows), basic website navigation (e.g. scrolling and using hyperlinks), and simple search strategies as directed
    - email – compose, sending, receiving and opening simple emails (e.g. single recipient, no attachments)
- the use of common hardware tools:
    - desktop and/or laptop computers, digital tablets or other equivalent devices
    - 'smart' phones and/or digital tablets
    - printers
    - audio output hardware
    - keyboard and mouse (drag, click and double-click functions, and cursor movement)
    - storage devices (e.g. USB flash drive).

While the lists above describe **compulsory** content, practical tasks may involve the study and use of additional digital technologies and related skills (e.g. creating simple webpages, inputting data into databases, and creating simple presentations using presentation software such as Microsoft PowerPoint).

In constructing the range of simple 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 safely.

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 simple 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 including:
    - all provider-prescribed occupational/workplace health and safety procedures (e.g. keyboard hygiene, trip hazards)
    - simple ergonomics (e.g. sitting correctly at a computer desk – how and why)
    - the physical learning environment (e.g. eating/drinking rules)
- identifying potential dangers in revealing personal information (such as contact details or credit card/bank account information) when using email, the internet and social media (e.g. harassment, cyber bullying, credit card information theft)

- identifying potential ways of introducing malware to a computer (e.g. opening an attachment on an unsolicited email may introduce a virus).

While the list above describes **compulsory** content, tasks may involve 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.

Learners will undertake simple reviews of their performance in completing assigned tasks. This may involve:

- discussing work/finished product with teacher
- comparing features of own finished product with the task specifications.

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 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.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Basic Computing Level 1 is based on whether a learner can:

1. identify and use common software tools
2. identify and use common hardware tools
3. use basic internet browser and email functions
4. complete activities and tasks as directed

Standards

Criterion 1: identify and use common software tools

The learner:

Rating C
distinguishes document files from software applications
matches basic software tools to given tasks (e.g. word processor for text creation, spread sheet for simple budget)
launches/opens software applications
creates, opens, saves and prints document files
uses basic features of common software applications (e.g. underline and bold functions in a word processor, insert a formula to add cells in a spread sheet, crops or rotates an image in graphics software).

Criterion 2: identify and use common hardware tools

The learner:

Rating C
identifies common hardware tools (e.g. screen, keyboard, printer, mouse)
matches common hardware tools to given tasks (e.g. printer to create a hardcopy, keyboard for textual input, speaker for audio output)
uses common hardware tools to complete given tasks (e.g. turn hardware on/off, print a document, competently uses mouse/keys/touch pad to move cursor and select options/functions).

Criterion 3: use basic internet browser and email functions

The learner:

Rating C
competently uses basic webpage navigation (e.g. scrolling, selecting hyperlinks)
competently uses common internet browser tools (e.g. bookmarks, history, moving between windows)
competently uses simple internet search strategies as directed
composes, sends, receives and opens simple emails (e.g. single recipient, no attachments)
identifies potential ways of introducing malware (e.g. opening an attachment on an unsolicited email may introduce a virus)
identifies potential ways in which personal safety/security can be compromised when using the internet, email and social media (e.g. giving personal information or bank details to others).

Criterion 4: complete activities and tasks as directed

The learner:

Rating C
maintains task focus for agreed periods

correctly identifies simple tasks in everyday adult settings, including the workplace
interprets simple written and pictorial instructions to access and use digital technology
completes tasks/activities in nominated/agreed timeframes
completes most aspects of a given task/activity
reviews own performance
follows given occupational health and safety procedures and directives when using computers and digital technology.

Qualifications Available

Basic Computing Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

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 Basic Computing Level 1 are as follows:

SATISFACTORY ACHIEVEMENT (SA)
4 'C' ('satisfactory standard') ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ('satisfactory standard') ratings

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 Basic Computing course meets the requirements of the unit of competency '*Use digital technology for simple workplace tasks*' (FSKDIG02) from the Foundation Skills Training Package. A learner who gains a qualification in Basic Computing 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 simple workplace tasks*' (FSKDIG02) on the basis of successful achievement in this TASC accredited course.

The relationship between Basic Computing and '*Use digital technology for simple workplace tasks*' (FSKDIG02) is shown in the table below:

Use digital technology for simple workplace tasks (FSKDIG02)		**Basic Computing**	
Element (*essential outcome*)	*Performance Criteria*	*Criteria*	*Standard Element(s)*
1. Prepare to use digital technology	1.1 Identify simple workplace tasks	4. Complete activities and tasks as directed	• correctly identifies simple tasks in everyday adult settings, including the workplace.
	1.2 Identify appropriate digital technology for the task	1. Identify and use common software tools	• (correctly) matches basic software tools to given tasks (e.g. word processor for text creation, spread sheet for simple budget).
		2. Identify and use common hardware tools	• (correctly) matches common hardware tools to given tasks (e.g. printer to create a hardcopy, keyboard for textual input, speaker for audio output).
	1.3 Interpret simple workplace information and terminology	This Performance Criteria is *implicitly* assessed in Criterion 4: Complete activities and tasks as directed	• 'completes most aspects of a given task/activity'.
		It is also *explicitly* assessed in: Criterion 1: Identify and use common software tools, standard elements	• distinguishes document files from software applications.
		2: Identify and use common hardware tools	• identifies common hardware tools (e.g. screen, keyboard, printer, mouse).
		3: Use basic internet browser and email functions	• competently uses simple internet search strategies as directed.

Use digital technology for simple workplace tasks (FSKDIG02)		**Basic Computing**	
Element (*essential outcome*)	*Performance Criteria*	*Criteria*	*Standard Element*(s)
2. Complete simple workplace task	2.1 Interpret simple written and pictorial instructions to access and use digital technology	4: Complete activities and tasks as directed	• interprets simple written and pictorial instructions to access and use digital technology.
	2.2 Follow workplace procedures to perform a task using technology	4. Complete activities and tasks as directed	• completes tasks/activities in nominated/agreed timeframes • completes most aspects of a given task/activity • follows given occupational health and safety procedures and directives when using computers and digital technology.
	2.3 Review performance	4: Complete activities and tasks as directed	• reviews own performance.

Accreditation

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

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 9 September 2013 for use in 2014 to 2018. This course replaces Computing (ICT110109) that expired on 31 December 2013.

Version 1.a - 22 November 2018 - Minor addition to update course content. 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 2022, without amendments.

Supporting documents including external assessment material

- ICT110114CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

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