



Programme Module

Computer Literacy

leading to

Level 3 QQI Component: Computer Literacy 3N0881

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Computer Skills	2. Component Name and Code Level 3 Computer Literacy 3N0881
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 60% Skills Demonstration 40%	6. Specific Requirements The learner must have access to a fully functioning computer with the appropriate software applications.
7. Aims of the Programme Module <p>This programme module aims to equip the Learner with the knowledge, skills and competencies to access and operate a computer for their personal needs.</p> 8. Objectives: <ul style="list-style-type: none"> • to learn about computers and some of the key terminology associated with them • to appreciate some of the health, safety, personal hygiene and environment factors associated with using computers • to understand the make-up of a personal computer in terms of hardware, software and storage devices • to give the learner confidence in connecting up the different elements of a computer • to facilitate the learner in using a computer to complete a personally relevant task. 	
9. Learning Outcomes of Level 3 Computer Literacy Code 3N0881 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. outline how information technology affects everyday life to include social networking, e-commerce, e-government and e-learning 2. explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software, and the internet 3. describe the health, safety and personal hygiene considerations of working with computers 4. describe information security considerations including password protection, viruses, and provision of personal details 5. outline the functions of the main hardware elements of a computer including input, output and storage devices 6. operate computer hardware by performing all required steps including connecting all required devices, and powering up and shutting down equipment appropriately 7. use a range a keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps lock, and num lock 8. use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval 9. apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT environment. 	

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Unit 1: Introduction to Information Technology

IT and everyday life

Learning Outcome 1: Outline how information technology affects everyday life to include social networking, e-commerce, e-government and e-learning.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner the information technology they use every day in their lives, for example, ATMs, mobile phones, computers, photocopiers, fax machines, the internet, e-mail
- consider the positive and negative affects the following information technology applications may have on the learner's everyday life:

Social networking:

a tool to facilitate people to communicate with others who have a similar interest, for example,



Positive effects, for example,

- it is free
- it is easy to make contact with friends
- meet new people
- promote yourself, a service or a business
- take on a new persona
- overcome shyness or timidity
- get feedback from others
- share points of view
- stay in touch from anywhere in the world
- be part of an on-line community

Negative effects, for example,

- addiction to it
- lack of anonymity
- it can become time consuming
- personal information may be sold to spammers the true identify of a person you engage with may not be known
- on-line predators may take advantage of users
- invasion of privacy

e-commerce:

the buying and selling of goods and services and the transfer of funds over the internet, for example, booking a plane ticket on-line, buying a book or CD on-line, on-line banking, etc.

Positive effects, for example,

- ability to buy from or sell to anyone, at any time of the day or night, from anywhere in the world
- cost of goods and services can be lower than traditional means of buying and selling
- it is more likely that transactions will be

Negative effects, for example,

- it is impersonal
- have to trust that the seller is legitimate
- need confidence using the internet
- not suitable means of buying or selling for perishable commodities
- cost of postage and packaging can be high

<p>error free</p> <ul style="list-style-type: none"> • very convenient • more choice for the consumer 	<ul style="list-style-type: none"> • time delay in receiving the item purchased on-line • have to disclose private and personal information during the transaction • returning the product and getting a refund may be difficult, time consuming and costly
<p>e-Government:</p> <p>a facility for citizens and businesses to communicate and interact with their government and access information and services provided by a government, for example, ROS (revenue's on-line service), paying for your car tax on-line, etc.</p>	
<p>Positive effects, for example,</p> <ul style="list-style-type: none"> • convenient method for governments to share information and citizens/businesses to find it • cost effective – less manpower needed • efficient • customer / citizen / business friendly • potential for a paperless government • environmentally friendly • accessible information from anywhere in the world and by anyone • transparency 	<p>Negative effects, for example,</p> <ul style="list-style-type: none"> • less person to person interaction • Government service may be I.T. reliant which may be an issue when there is a problem with the I.T. system or software being used • cost of having a robust, reliable I.T. system • citizens needs access to I.T. to access the information • security risks of having sensitive information stored
<p>e-learning:</p> <p>electronically facilitated and supported learning, for example, NALA's Write On programme, Hibernia College, etc.</p>	
<p>Positive effects, for example,</p> <ul style="list-style-type: none"> • learning can occur at anytime and anywhere • learning can be scheduled around the needs of the learner <p>e-learning cont.</p> <ul style="list-style-type: none"> • little or no travel costs • learning can be paced to match the needs and abilities of the learner • different learning styles and approaches may be facilitated • may build self confidence 	<p>Negative effects, for example,</p> <ul style="list-style-type: none"> • little or no person to person interaction • lack of social element to learning • learners must motivate themselves to learn • access to a fast and reliable internet connection may be a prerequisite of signing on to an e-course • learners have to have good I.T. skills to access the learning information and complete assignments, project work etc.
<p>Unit 2: Types of Computers</p>	
<p>Learning Outcome 2: Explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software, and the internet.</p> <p><i>In order to help the learner achieve Learning Outcome 2 in particular, consider doing the following:</i></p> <ul style="list-style-type: none"> • discuss with the learner the different types of computers that the learner may or may not have come into contact with, for example, <ul style="list-style-type: none"> ○ microcomputer: also called personal computer (PC) <ul style="list-style-type: none"> ▪ designed for use by one person at a time <ul style="list-style-type: none"> • desktop – microcomputer that is not portable and generally stays in the one place 	

- laptop – microcomputer that is portable and may be moved from location to location
 - PDA (Personal Digital Assistant) – microcomputer that is small, handheld and portable
- generally used for things like word processing, surfing the web, sending and receiving e-mail, viewing and storing photographs, generating spreadsheets, desktop publishing and playing music or games
- mainframe computer: a large and expensive computer that is capable of supporting and facilitating thousands of users simultaneously to process transactions such as inventory and goods control, airline reservations, banking transactions etc.
- network computer: a computer that provides services to other computers that are interconnected, for example,
 - central administration and updating
 - facilitate communication of computers with each other
 - share hardware, for example, printers
 - share files, data, and information
 - share software
 - preserve information
 - facilitate security

Unit 3: Health and Safety in Using Computers

Learning Outcome 3: Describe the health, safety and personal hygiene considerations of working with computers.

Learning Outcome 4: Describe information security considerations including password protection, viruses, and provision of personal details.

*In order to help the learner achieve **Learning Outcomes 3 and 4** in particular, consider doing the following:*

- review with the learner the different elements that help to create a healthy working environment when using computers, for example,
 - appropriate positioning of monitor, keyboard and mouse
 - appropriate positioning of the document the Learner is working from
 - correct posture when sitting in front of a computer
 - use of an adjustable chair
 - provision of adequate light, natural and artificial
 - provision of adequate ventilation
 - taking frequent breaks away from the computer
- consider what steps can be taken to ensure the working environment is safe when using computers, for example,
 - power cables should be carefully placed so as not to be in the way of others
 - power points should not be overloaded
 - personal belongings such as bags should be placed out of the way of others when using the computer
 - all I.T. equipment should be maintained appropriately and any equipment not working correctly should be removed until it is fixed
- discuss what steps can be taken to ensure that data is safe when working with computers, for example,
 - passwords may be used to prevent unauthorised users accessing a computer, data or files
 - viruses can be prevented by only uploading information to the computer from reliable sources, for example, reliable websites, emails and data storage devices
 - personal information should only be given to reliable sources, through reliable means
- explore the personal hygiene practices a learner should follow when using computers, for example,
 - no food or drink should be consumed around the computer
 - clean keyboard, mouse and other computer hardware elements regularly
 - wash your hands before handling the keyboard or mouse
- facilitate the learner to demonstrate these health, safety and personal hygiene practices when using a

computer

- facilitate the learner to demonstrate environmental impact reduction practices when using a computer, for example,
 - turn off any equipment when not in use, for example, the speakers, the printer, the scanner
 - only print necessary data or documents
 - repair broken equipment or upgrade older equipment, where possible, rather than replacing it
 - recycle any packaging, for example, printer cartridges, cardboard packaging etc.

Unit 4: Hardware

Identifying the hardware

Learning Outcome 2: Explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software, and the internet.

Learning Outcome 5: Outline the functions of the main hardware elements of a computer including input, output and storage devices.

*In order to help the learner achieve **Learning Outcome 5** in particular, as well as **parts of Learning Outcome 2**, consider doing the following:*

- display for the learner the different hardware elements of a computer, for example, the system unit, the monitor, the keyboard, the mouse, the printer, the speakers, the headphones, the microphone, the CD, the memory stick, the scanner, the webcam, the external hard drive
- discuss with the learner the function of each of these hardware elements
- consider whether each of these hardware elements are for inputting data into the computer, outputting data from the computer or storing data for future retrieval and facilitate the learner in categorising the elements correctly, for example:
 - input – keyboard, mouse, microphone, scanner, webcam
 - output – monitor, printer, speakers, headphones
 - storing – disc, memory stick, internal hard drive, zip disc, external hard drive.

Operating the hardware

Learning Outcome 6: Operate computer hardware by performing all required steps including connecting all required devices, and powering up and shutting down equipment appropriately.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- connect the different hardware elements together, for example, the system unit, the monitor, the keyboard, the mouse, the printer and the speakers
- power up the computer and turn on the printer and speakers
- confirm that all elements are connected correctly and working
- shut down the computer using the Start Menu and Shut Down command
- facilitate the learner in connecting up the hardware elements needed in order to use a computer for viewing data, inputting data, saving data, printing data and listening to material.

Unit 5: Software

The terminology of software

Learning Outcome 2: Explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software, and the internet.

Learning Outcome 4: Describe information security considerations including password protection, viruses, and provision of personal details

*In order to help the learner achieve the elements of **Learning Outcomes 2 and 4 relating to software**, consider doing the following:*

- review the different software applications the learner may use or may have been exposed to, for example,

word processing applications, apps on an iPhone, iTunes, media players to watch tv programmes or listen to the radio, photographic software, games, web browsing software, accounting software, desktop publishing software, etc.



- describe terminology associated with software applications, for example,
 - software programme, version and license
 - commercial software, shareware and freeware
 - spyware
 - anti-virus software, bugs
 - shortcut

Using Software

Learning Outcome 7: Use a range a keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps lock, and num lock.

Learning Outcome 8: Use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file, and storing the file appropriately for subsequent retrieval.

*In order to help the learner achieve **Learning Outcomes 7 & 8** consider doing the following:*

- facilitate the learner to choose one software application that could be used to complete a task of personal relevance to the learner, for example:
 - word processing software to produce a letter
 - desktop publishing software to produce an invitation
 - spreadsheet software to produce a simple set of accounts
 - database software to store a list of contacts
 - presentation software to produce a few slides
 - carry out the following tasks, with the learner, using the chosen software:
 - access the software application from either a shortcut on the desktop or from the start menu
 - create a new file, for example, a document or a worksheet or a database or a slide or other file of interest to the learner
 - enter data into the new file to include the following:
 - text entry using the keyboard – minimum of 50 words – caps lock and shift key to be used to enter capital letters
 - numeric entry using the keyboard – minimum of 10 characters – num lock to be used to enter numbers
 - symbol entry using the mouse and/or keyboard – for example, ©, €, @, ™
 - use of multi-function keys where a key will input one character when pressed by itself and another character when pressed with another key(s), for example, the number keys which will input numeric data when pressed by themselves or characters such as !, ", £, \$, +, ~, } when pressed with the shift key
 - use of the application key (found beside the CTRL key to the right of the space bar),  as an alternative to right clicking to access functions such as Cut, Copy, Paste, Underline, Italic, Bold
 - control the cursor to insert data at the required location, for example, using the arrow keys to position the cursor or using the mouse to click the location where the learner wishes to enter data
 - print the file – preview the file before printing, select the appropriate printer from the list of named printers, select the number of copies required
 - save the file on an appropriate storage device, for example, on the hard drive on the computer or on a memory stick or on a CD or other
 - exit the application correctly using either the  Close (Quit) button or by using the Exit option in the application
- investigate with the learner what actions result in pressing the function keys when using the software application, for example, F1, F2, F3, etc.



Unit 6: The Internet

Terminology of the Internet

Learning Outcome 2: Explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software, and the internet

*In order to help the learner achieve the elements of **Learning Outcome 2 relating to the Internet** consider doing the following:*

- brainstorm the concepts and terminology commonly associated with the internet, for example:
 - www – world wide web, URL, cyberspace
 - web pages, address, home page, hyperlink
 - broadband connection, dial up connection, wireless connection, internet speeds, download speeds
 - email, spam
 - browser, internet service provider, search engine, google or googling
- discuss with the learner what each terms means and what this actually means for the internet user
- explore with the learner some of the positive aspects of using the internet, for example,
 - extensive access to instant information
 - ability to communicate very fast with people throughout the world
 - source of entertainment
 - access to services and goods on-line
 - potential for getting better value for money for on-line goods and services
- explore with the learner some of the negative aspects of using the internet, for example,
 - not all information on the internet is accurate
 - addiction to it
 - exposure to illegal products and services
 - cyber bullying
 - phishing
 - identity and financial theft
 - viruses and the damage they can do.

Security Considerations

Learning Outcome 9: Apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT environment.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- examine and apply where appropriate the steps a learner can implement to protect themselves and their computer against risks both from the internet and other sources, for example,
 - use a network and software firewall, as appropriate
 - install and use anti-virus software
 - enable automatic software updates if they are available
 - keep all applications patched
 - only open e-mails from recognizable and/or legitimate sources
 - be cautious when file sharing
 - only run programs from known and/or trustworthy origins
 - be wary when giving personal data such as name, address, contact numbers and credit card information over the internet
 - only buy goods and/or services from reputable websites
 - use a password to minimise access to a computer to only those who know the password.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	60%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include evidence that demonstrates the following:</p> <ul style="list-style-type: none"> • an understanding of the positive and negative effects of the following information technology applications: <ul style="list-style-type: none"> ○ social networking ○ e-commerce ○ e-government ○ e-learning • a consideration of the steps that can be taken by the learner when using a computer, to create a safe, healthy and clean working environment. evidence of considering the role of passwords, anti-virus software and care when using personal details on-line should also be included • an understanding of the functions of the different hardware elements that make up a computer and whether these elements are for inputting data into the computer, outputting data from the computer or for storing data for future retrieval • an understanding of the key terms and concepts associated with the internet: <ul style="list-style-type: none"> ○ www , internet connections, search engines, , web- page addresses ○ positive and negative aspects of the internet ○ security when using the internet • an appreciation of the different types of computers: <ul style="list-style-type: none"> ○ personal computers ○ network computers ○ mainframe computers. 	
Skills Demonstration	40%
The learner will complete two Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio.	

The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.

In completing both of the following Skills Demonstrations, the learner will demonstrate appropriate environmental, safety, health and personal hygiene procedures.

Skills Demonstration 1:

The learner will demonstrate the following:

- connecting the following computer hardware elements together, powering up the computer and shutting it down correctly:
 - the monitor
 - the keyboard
 - the mouse
 - the system unit
 - the speakers
 - the printer.

Skills Demonstration 2:

The learner will demonstrate the following:

- accessing one software application, creating a new file and completing the following:
 - inputting text into the file (minimum of 50 words)
 - inputting numeric data into the file (for example the date or an amount of money)
 - inputting symbols into the document (minimum of 2 symbols)
 - using the caps lock, num lock, multifunction keys and cursor control in inputting this data into the file
 - saving the document as a specified name
 - printing the file
 - closing the file and the software application.

In using the computer, the learner will demonstrate the following:

- an application of the relevant environmental impact reduction, health, safety and personal hygiene procedures when working with the computer
- an understanding of the main concepts and terminology associated with software applications
- the role the function keys, F1, F2, F3 etc play in that software application
- the role of the application key in using the software application.

Evidence of this Skills Demonstration must include the completed file on an appropriate storage device and in print out form.

11.b Assessment - General Information – Computer Literacy 3N0881

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Outline how Information Technology affects everyday life to include social networking, e-commerce, e-Government and e-learning.	Collection of Work
2. Explain commonplace Information Technology concepts and terminology relating to computer types, computer hardware, application software and the internet.	Collection of Work
3. Describe the health, safety and personal hygiene considerations of working with computers.	Collection of Work
4. Describe information security considerations including password protection, viruses and provision of personal details.	Collection of Work
5. Outline the functions of the main hardware elements of a computer including input, output and storage devices.	Collection of Work
6. Operate computer hardware by performing all required steps including connecting all required devices and powering up and shutting down equipment appropriately.	Skills Demonstration
7. Use a range of keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps lock and num lock.	Skills Demonstration
8. Use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file and storing the file appropriately for subsequent retrieval.	Skills Demonstration
9. Apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT environment.	Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI


**Level 3 Computer Literacy
3N0881**
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learners will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> If present in portfolio	Please indicate where evidence is to be found
1. outline how information technology affects everyday life to include social networking, e-commerce, e-government and e-learning	<ul style="list-style-type: none"> • outline the positive and negative effects of: <ul style="list-style-type: none"> ○ social networking ○ e-commerce ○ e-government ○ e-learning 		
2. explain commonplace information technology concepts and terminology relating to computer types, computer hardware, application software and the internet	<ul style="list-style-type: none"> • explain concepts and terminology associated with: <ul style="list-style-type: none"> ○ computer types ○ computer hardware ○ application software ○ the internet 		
3. describe the health, safety and personal hygiene considerations of working with computers	<ul style="list-style-type: none"> • describe the health considerations of working with computers • describe the safety considerations of working with computers • describe the personal hygiene considerations of working with computers 		
4. describe information security considerations including password protection, viruses and provision of personal details	<ul style="list-style-type: none"> • describe how passwords can be used to protect the computer and data from security threats • describe how to protect the computer from attack from viruses • describe the precautions to take when giving personal details over the internet 		
5. outline the functions of the main hardware elements of a computer including input, output and storage	<ul style="list-style-type: none"> • identify the main input devices of a computer • identify the main output devices of a computer • identify the main data storage devices of a computer 		

devices	<ul style="list-style-type: none"> • outline the functions of each of these devices 		
6. operate computer hardware by performing all required steps including connecting all required devices and powering up and shutting down equipment appropriately	<ul style="list-style-type: none"> • connect up the following computer hardware devices and ensure they are working correctly: <ul style="list-style-type: none"> ○ the monitor ○ the keyboard ○ the mouse ○ the system unit ○ the speakers ○ the printer • shut down the computer 		
7. use a range of keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps lock and num lock	<ul style="list-style-type: none"> • using one software application to create a file, include evidence of: <ul style="list-style-type: none"> ○ text entry (minimum of 50 words) ○ numeric data entry ○ symbol data entry ○ use of caps and num lock ○ use of multifunction keys • evidence of understanding the role the function keys play in providing shortcuts in that software application • evidence of understanding the function of the application key found on the keyboard 		
8. use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file and storing the file appropriately for subsequent retrieval	<ul style="list-style-type: none"> • using a software application of choice, demonstrate the following tasks: <ul style="list-style-type: none"> ○ access the software application ○ enter text, numeric and symbol data using the keyboard and mouse (see criteria at number 7 above) ○ print the file ○ save the file on an appropriate storage device for future retrieval ○ close the file and software application 		
9. apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT environment.	<ul style="list-style-type: none"> • apply relevant environmental impact reduction procedures when operating a computer and its related hardware devices • apply relevant health procedures when operating a computer • apply relevant safety procedures when operating a computer • apply relevant personal hygiene procedures when operating a computer. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____