

curriculum descriptors

COMPUTING (ACCESS 1)

INTRODUCTION

Students who are working within Access 1, for whom a complete Access 1 unit is not appropriate, will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation stage. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using Performance Criteria as the Learning Targets.

Each unit at Access 1 is part of a set of units which are linked to a particular Access 2 unit.

GENERAL INFORMATION

Computing and Information Technology at Access 1 comprises four units, three of which are grouped together under the heading *Using Technological Equipment*.

Using Technological Equipment

- Identifying Equipment
- Basic Household Operations
- Basic Office and Personal Operations

These units offer opportunities to develop operational skills and experience using a wide range of household, office and personal technological equipment.

Students who are working towards the supported use of a microcomputer system will find that the Access 1 unit *Using a Computer: Basic Operations* has also been developed.

For students working within Access 1 examples of Success Criteria have been described for the above units because they provide a range of useful targets.

RATIONALE

The ability to access and use technological equipment (household, environmental or educational) widens opportunities for active involvement in a range of activities broadening environmental experience, and enables independent use of household and personal equipment (including communication aids and environmental controls), building self esteem and enjoyment.

CONTENT

Access 1 Unit: Using Technological Equipment – Identifying Equipment

Outcome: Identify technological equipment in common use.

This outcome offers opportunities for students of all abilities to be involved in a range of activities for developing independent living skills.

Access 1 Unit: Using Technological Equipment – Basic Household Operations

Outcome: Perform basic operations using technological equipment in common use in household.

This outcome offers opportunities for independent or supported use of basic household equipment.

Access 1 Unit: Using Technological Equipment – Basic Office and Personal Operations

Outcome: Perform basic operations using technological equipment in common use in the office/workplace and for personal use.

This outcome offers opportunities for independent or supported use of technological equipment in common use in the office, workplace and for personal use. (augmentative communication/ mobility systems, personal switches, environmental controls, etc.)

Access 1 Unit: Using a Computer – Basic Operations

Outcome: Perform basic operations using a microcomputer system.

This outcome offers opportunities for students to develop the basic skills necessary for the independent or supported use of a computer system.

CORE SKILLS

The development of core skills forms the focus and intention of much of an Access 1 student's individual educational programme. Using technological equipment provides not only a broad range of educational experiences and elements of subject based learning relevant to the diversity of students' needs, but also becomes a vehicle for developing core skills in an appropriate context.

UNIT: USING TECHNOLOGICAL EQUIPMENT – IDENTIFYING EQUIPMENT

Outcome: Identify technological equipment in common use

PC(a) Learning Target: Commonly used technological equipment is identified correctly.

Success Criteria

- P: With support, identifies two familiar items of technological equipment correctly. (Household/ educational/personal)
- A: Within the context of a familiar activity demonstrates awareness of the identity of at least one piece of technological equipment.
- E: Actively experiences activities that involve identifying different items of technological equipment.

PC (b) Learning Target: The use of the identified equipment is stated accurately.

Success Criteria

- P: Participates by identifying the use of a familiar piece of equipment. (oral/gesture/pictures/symbols)
- A: Within the context of a routine activity that serves a specific purpose, demonstrates awareness of which piece of equipment should be used.
- E: Actively experiences activities that involve using a range of technological equipment for different purposes.

UNIT: USING TECHNOLOGICAL EQUIPMENT - BASIC HOUSEHOLD OPERATIONS

Outcome: Perform basic operations using technological equipment in common use in the household.

PC(a) Learning Target: Equipment is switched on correctly

Success Criteria

- P: With support, switches on two items of household equipment correctly.
- A: Demonstrates awareness of the need to switch on or make household equipment ready for use.
- E: Actively experiences the setting up/ making ready and switching on of household equipment.

PC(b) Learning Target: Equipment is operated correctly

Success Criteria

- P: With support, correctly operates two items of household equipment.
- A: Within the context of a routine household activity demonstrates awareness of some aspects of equipment operation.
- E: Actively experiences household activities that involve using a range of technological equipment.

PC(c) Learning Target: Equipment is switched off following manufacturers' directions.

Success Criteria

- P: With support, switches off two items of household equipment correctly.
- A: Demonstrates awareness off the need to switch off household equipment at the end of its use.
- E: Actively experiences the switching off and putting away of household equipment.

PC(d) Learning Target: Health and safety requirements are observed at all times.

Success Criteria

- P: With support, operates household equipment observing health and safety requirements.
- A: Within the context of a routine household activity demonstrates awareness of some aspects of health and safety requirements.
- E: Actively experiences household activities that involve using a range of technological equipment safely and where the health and safety aspects are underlined.

UNIT: USING TECHNOLOGICAL EQUIPMENT - BASIC OFFICE AND PERSONAL OPERATIONS

Outcome: Perform basic operations using technological equipment in common use in the office workplace and for personal use.

PC(a) Learning Target: Equipment is switched on correctly

Success Criteria

- P: With support, switches on two items of workplace/personal equipment correctly and safely.
- A: Demonstrates awareness of the need to switch on or make workplace/personal equipment ready for use.
- E: Actively experiences the setting up/ making ready and switching on of personal equipment.

PC(b) Learning Target: Equipment is operated correctly.

Success Criteria

- P: With support, correctly operates two items of workplace/personal equipment.
- A: Within the context of a familiar activity demonstrates awareness of some aspects of equipment operation.
- E: Actively experiences activities that involve using personal technological equipment.

PC(c) Learning Target: Equipment is switched off following manufacturers' directions.

Success Criteria

- P: With support, switches off workplace/personal equipment correctly.
- A: Demonstrates awareness of the need to switch off equipment at the end of its use.
- E: Actively experiences the switching off and putting away of personal equipment.

PC(d) Learning Target: Health and safety requirements are observed at all times.

Success Criteria

- P: With support, operates workplace/personal equipment observing health and safety requirements.
- A: Within the context of familiar activity demonstrates awareness of some aspects of health and safety requirements.
- E: Actively experiences activities that involve using personal technology equipment safely and where the health and safety aspects are underlined.

UNIT: USING A COMPUTER – BASIC OPERATIONS

Outcome: Perform basic operations using a microcomputer system.

PC(a) Learning Target: Procedures to load programs are followed correctly.

Success Criteria

- P: With support, loads a program correctly.
- A: Demonstrates awareness of the different steps necessary to load a program.
- E: Actively experiences the use of correct procedures to load programs.

PC(b) Learning Target: Operations of programs are correct.

Success Criteria

- P: With support, correctly operates a program.
- A: Within the context of a familiar program, demonstrates awareness of some aspects of program operation.
- E: Actively experiences the operation of a variety of programs.

PC(c) Learning Target: Exit from programs is completed correctly.

Success Criteria

- P: With support, correctly exits the program.
- A: Demonstrates awareness that the program has been completed.
- E: Actively experiences completing a program.

PC(d) Learning Target: Save is executed correctly

Success Criteria

- P: Participates in deciding what work should be saved.
- A: Demonstrates awareness that work can be saved.
- E: Actively experiences saving and returning to saved work.

PC(e) Learning Target: Print is executed correctly

Success Criteria

- P: With support, correctly prints completed work.
- A: Demonstrates awareness by choosing which work should be printed.
- E: Actively experiences work being printed.

Note on Range

Programs: Simple programs designed for educational and/or vocational uses.

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated.

Evidence

- Observation report recorded by teacher/lecturer.
- Checklist or visual prompts for equipment use completed.
- Print out of student work
- Photographic/video evidence