



## **National Unit specification**

### **General information**

**Unit title:** E-touch Typing (SCQF level 4)

**Unit code:** H8KD 44

**Superclass:** AZ

**Publication date:** October 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Unit purpose**

This Unit is designed to develop a learner's knowledge and skills in touch typing, ie using all fingers to type without looking at the keyboard. Given today's ever increasing use of technology in business, education and leisure, touch typing is a life skill which can allow learners to use their time more productively.

### **Outcomes**

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

- 1 Key in text to produce copy.
- 2 Produce copy at or above 20 words per minute.

### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

### **Recommended entry to the Unit**

Entry is at the discretion of the centre, there is no prior knowledge or skills required prior to undertaking this Unit.

## **National Unit specification: General information (cont)**

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### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** E-touch Typing (SCQF level 4)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Key in text to produce copy

#### **Performance Criteria**

- (a) Prepare a document to meet a given specification.
- (b) Use appropriate fingering technique to key in a document that includes words, numbers and symbols.

### **Outcome 2**

Produce copy at or above 20 words per minute

#### **Performance Criteria**

- (a) Key in 200 words comprising text, number and symbols in a ten minute period.
- (b) Achieve a keying in accuracy of 98% or greater.

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Assessment of Outcomes 1 and 2 can be integrated.

Evidence should be generated under supervised conditions.

Evidence must be provided of the learner keying in 200 words, in a ten minute working period, by copying text, numbers and symbols from continuous material. Learners must use appropriate fingering technique. A maximum of four errors is allowed at the final word count.

If the learner has more than four errors re-assessment will be required.



## **National Unit Support Notes**

**Unit title:** E-touch Typing (SCQF level 4)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit would be suitable for anyone wishing to develop their skills in touch typing.

The Unit is designed to measure a learner's ability to type using all fingers without looking at the keyboard and to measure his/her speed in keying in text, numbers and symbols.

### **Guidance on approaches to delivery of this Unit**

Demonstration of competence will require the learner to produce the task outlined to meet the criteria specified.

The learner should be encouraged to take a positive attitude towards the quality of his or her own work and be accurate. Time spent in correcting in the end test will penalise the learner in terms of speed attained.

The learner will be permitted three minutes before the commencement of the test to read over document and set margins and line spacing as per given specification. Printing time is not included as part of the ten minute timing but any printing time must be supervised.

Learners will be permitted to use a spellcheck as long as the time taken to spellcheck the document is taken as part of the production time available. No commands other than saving or printing should be permitted outwith the ten minutes allocated for the speed test.

Examples of errors are as follows:

An accuracy fault is any word which is not 100% accurate. A word is defined as any normal recognisable word or a series of characters, eg courtesy title or numbers. Only one accuracy fault can be assigned to any one word. Learners should meet spacing requirements as defined in the centre's housestyle guidelines. One error will be ascribed to incorrect margin or line spacing setting. The insertion or omission of additional spaces will also count as an error. The addition or omission of a word will count as one error.

A word has been defined as being made up of 5 characters. Spaces, numbers, letters, and punctuation are all included, but any function keys such as Shift or Backspace are not included.

## National Unit Support Notes (cont)

**Unit title:** E-touch Typing (SCQF level 4)

### Home Keys and Fingering

Formative exercises should be used to teach learners the correct positioning of their fingers on the home keys and the keys which each finger controls. Learners should be taught to strike the keys with one finger and then return it to the home key. Sufficient practice is required in order for learners to gain speed, accuracy and confidence. Touch typing is a skill that is best learned by practice.

There are a number of free sites offering tutorials/exercises in touch typing, such as:

BBC Skills Wise <http://www.bbc.co.uk/skillswise/topic/typing>

BBC Dance Mat Typing <http://www.bbc.co.uk/guides/z3c6tfr#z34thyc>

<http://www.sense-lang.org/typing/tutor/keyboarding.php>

There are other commercial packages available, such as: <http://www.typeandtest.com/>

Type and Test Ltd specialise in software that teaches children and adults how to touch type online, at home, at school, in college or in the workplace. Type and test have developed electronic touch-typing courseware and automated tests which learners and centres may find beneficial. This system allows tutors to monitor the progress of learners and grades the assessment. The courseware also includes a lesson on posture.

There is a charge for this service.

### Health and Safety

As the use of computers in recent years has increased both at work and home it is important that learners adopt the correct posture and arrange their work station correctly to avoid injury, for example, Repetitive Strain Injury (RSI). The information in this section could be outlined to the learner as an introduction to the Unit and subsequently reinforced as the learner makes progress.

The following NHS website includes a video on posture and also provides the following useful information on posture and positioning of computers for those using keyboards:

<http://www.nhs.uk/Livewell/workplacehealth/Pages/Howtositcorrectly.aspx>

### Support your back

Avoid back pain by adjusting your chair so that your lower back is properly supported. A correctly adjusted chair will reduce the strain on your back. Get one that is easily adjustable so that you can change the height, back position and tilt. Have your knees level with your hips. You may need a footrest for this.

## **National Unit Support Notes (cont)**

**Unit title:** E-touch Typing (SCQF level 4)

### **Adjust your chair**

Adjust your chair height so that you can use the keyboard with your wrists and forearms straight and level with the floor. This can help prevent repetitive strain injuries. Your elbows should be by the side of your body so that the arm forms an L-shape at the elbow joint.

### **Rest your feet on floor**

Your feet should be flat on the floor. If they're not, ask if you can have a footrest, which lets you rest your feet at a level that's comfortable. Don't cross your legs, as this can cause posture-related problems.

### **Place your screen at eye level**

Your screen should be directly in front of you. A good guide is to place the monitor about an arm's length away, with the top of the screen roughly at eye level. To achieve this you may need to get a stand for your monitor. If the screen is too high or too low, you'll have to bend your neck, which can be uncomfortable.

### **Using the keyboard**

Place your keyboard in front of you when typing. Leave a gap of about 100 mm–150 mm (four to six inches) at the front of the desk to rest your wrists between bouts of typing. Your wrists should be straight when using a keyboard. Keep your elbows vertical under your shoulder and right by your side. Some people like to use a wrist rest to keep their wrists straight and at the same level as the keys.

### **Keep your mouse close**

Position and use the mouse as close to you as possible. A mouse mat with a wrist pad may help to keep your wrist straight and avoid awkward bending. If you are not using your keyboard, push it to one side if using the mouse a lot.

In addition to the above, learners should be aware of the need for regular breaks when working for long periods at a keyboard.

## **Guidance on approaches to assessment of this Unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Tutors should ensure a sufficient bank of formative exercises is available to allow learners to develop accuracy, speed and confidence in touch typing. Many webpages now provide free exercises for touch typing.

## National Unit Support Notes (cont)

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One summative assessment consisting of a continuous passage of at least 200 words comprising text, number and symbols could be used to evidence this Unit. Learners would be required to complete the task in a ten minute working period with an accuracy rate of 98%. The assessment should be carried out under supervised conditions. Centres can choose the assessment method that best suits its cohort of learners, for example, using traditional formative and summative assessment, on-line assessment or centre installed software.

As noted above, there are a number of on line software packages available with tutorials that can be customised to the centres needs, this also includes automated tests which centres may find beneficial.

### Opportunities for e-assessment

E-assessment would be ideal for the assessment of this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This Unit is designed to develop the learner's skills in touch typing. There are no Core Skills embedded in the Unit although there may be opportunities to use material produced to meet part of the 'Providing/Creating Information' component of the Core Skill of *Information and Communication Technology (ICT)*.

## History of changes to Unit

Version	Description of change	Date
02	Clarification of 'word' definition.	08/10/2015

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## General information for learners

### Unit title: E-touch Typing (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit will develop your skills in touch typing, ie using a keyboard without looking at the keyboard. This will allow you to type more accurately and faster than using two finger typing.

The Unit has been designed to develop your ability to type accurately and to measure your speed in touch typing. Today, most people use computers and the skill of touch typing is a life skill that will stand you in good stead for future study or employment. Also, as more and more assessment is done on-line, touch typing skills will provide a real benefit in improving your accuracy and speed while undertaking these assessments. Touch typing is an important skill for anyone preparing for college, university or employment.

The assessment for this Unit will involve you undertaking a touch typing exercise keying in 200 words comprising text, numbers and symbols, eg punctuation in a ten minute period. You will need to achieve an accuracy of 98% in order to achieve the Unit, ie no more than four errors.

SQA offers a range of *E-touch Typing: Copy Speed Test* Units from *30 words per minute* to *70 words per minute*. Achievement of this Unit will allow you to progress to Units certificating higher typing speeds, for example, *E-Touch Typing: Copy Speed Test at 30 words per minute*.