



**USING COMPUTER TECHNOLOGY IN
RETAIL/WHOLESALE PRACTICES
NQF 2**

UNIT STANDARD NUMBER: RW/F/COMP/2

FACILITATOR'S MANUAL

MODULE 1

BASIC CONCEPTS

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 2,5 hours maximum on this module.

Methodology

The facilitator should have examples of the computer hardware components to show the learners. Explain the theory as simple as possible. Demonstrate the different software programs so that the learner forms an idea of the function of the programs. The unit includes self-assessment exercises and group discussions. The learners can collect examples of advertisements from newspapers.

RPL

All learners should do this part of the course.

- This module covers the basic computer theory.
- The learner should be able to know basic terminology.
- The learner should be able to name computer hardware components.
- The learner should be able to name software applications.
- This manual covers more than just the basics. Adapt the content to the level of the learners.
- The learners should answer the self-assessment questions in their workbooks.
- Other answers may be correct.
- Other written assessments may be done.

MODULE 2

KEYBOARD AND MOUSE SKILLS

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 7,5 hours maximum on this module.

Methodology

It is not necessary that the learners do touch typing. If the facilitator are skilled enough to teach touch typing, it is an added bonus. Learners are expected to reach a typing speed of 20 words per minute. This is not easily achieved in 15 hours! Repeat the exercises from time to time during the course so that the students are drilled often. Mouse skills are not a problem. Mouse skills are easily achieved by playing games. Learners learn without being aware of the fact. Each learner should have his/her own computer / terminal for typing. Computers cannot be shared when learning to type.

RPL

Some students may already have the necessary skills. Assess them and carry on with the learners who still lack the necessary skills.

- The most important aim here is to get to know the keyboard and the mouse.
- The time allocations for the exercises were very roughly calculated.
- Learners should strive for 20 words per minute.
- Learners will type faster as the course progresses. Do not push them too hard at the start.
- It is a good idea to start every session with a keyboard exercise.
- Start introducing word processing skills like saving a document and closing a document during the keyboard skills sessions.
- Use continuous assessment as encouragement and standardizing the level of competency of the group.

MODULE 3

MS WINDOWS

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 10 hours maximum on this module.

Methodology

Demonstrating the use of MS Windows to the learners before they apply is the ideal situation. If the facilitator does not have the facilities, verbal instruction is fine. Try to keep the tempo slow even if you have some fast learners, because it can become chaotic very soon if some learners are left behind.

RPL

Some students may already be competent in this module. Assess them and carry on with the learners who still need training.

- They should already be able to open a word processing program and a game.
- They should be able to type quite proficiently at this stage.
- Use WordPad to increase their knowledge of word processing and Paint to increase their mouse skills.
- Copy and paste and cut and paste are elements already introduced at this stage,
- Use methods in this module which will be used in the next modules. Do not confuse learners by teaching them too many methods. Rather stick to a set of methods throughout.
- Try to build on the skills already achieved all the time.
- Assess often to find the level of competency already achieved.

MODULE 4

MS WORD

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 12,5 hours maximum on this module.

Methodology

The demonstrating method is preferable. If the facilitator does not have the facilities, verbal instruction is fine. Each student should have his/her own computer.

RPL

Some students may already be competent in this module. Assess them and carry on with the learners who still need training.

- Make sure that the learners know the basics very well before they start typing business documents.
- The main aim for this module is that students can produce basic business documents.
- Encourage the use of fonts, lines and other methods to enhance the appearance of the documents.
- Stress the use of the spell checker so that documents are grammatically correct.
- Encourage learners to proofread their work before they print.
- Learners need not type the entire document. They should try to do part of the document.
- Make sure that students make notes of shortcut keys and other relevant information in their workbooks.
- The business documents contained in the course manual serve only as guides for the final documents. Encourage the students to be as creative as they like within the limits of professional-looking documents.
- Make sure that students can retrieve existing documents as this is an important part of their assessment.

MODULE 5

MS EXCEL

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 12,5 hours maximum on this module.

Methodology

The demonstrating method is preferable. If the facilitator does not have the facilities, verbal instruction is fine. Each student should have his/her own computer.

RPL

Some students may already be competent in this module. Assess them and carry on with the learners who still need training.

- It is very important that all typing and calculations should be correct. Encourage the learners to check all numbers and values at all times.
- Make use of the spell checker to eliminate typing errors.
- Train the learners to use the shortest possible methods for executing commands.
- Encourage the learners to make use of the fill tool and copy and paste to eliminate unnecessary typing.
- Learners must be able to open an existing spreadsheet and append and manipulate data in the spreadsheet.
- Learners can work in pairs or groups in order to double-check answers of functions and formulae.
- The facilitator must stress typing speed at all times. Students should be quite proficient at this point in the course. Give typing exercises often to increase typing speed.
- Encourage the students to check their work for mistakes before they print. They must proofread each document/spreadsheet on the screen before printing. This encourages accurate work and reduces the wastage of paper.
- Encourage the students to apply their skills in the workplace as this will increase their confidence and skills.

MODULE 6

PASTEL POINT OF SALE

Time allocation

Time allocation is relative to the capacity of the group of learners. The facilitator should spend 5 hours maximum on this module.

Methodology

The demonstrating method is preferable. If the facilitator does not have the facilities, verbal instruction is fine. Each student should have his/her own computer.

RPL

Some students may already be competent in this module. Assess them and carry on with the learners who still need training.

- Make sure that the learners understand the basic Point of Sale theory before they start processing transactions.
- The main aim for this module is that students can produce basic point of sale transactions.
- Learners should be able to process a cash invoice and payment and credit note, charge an amount to a customer account, process a COD invoice and receipt, make payouts from the till, cash up and edit a customer record
- Train the learners to use the shortest possible methods for executing commands.
- Encourage the learners to make use of the keyboard shortcuts to move between header, lines and message areas.
- The facilitator must stress accuracy. Give exercises often to increase speed.
- Encourage the students to check their work for mistakes before they print. They must proofread each transaction on the screen before printing. This encourages accurate work and reduces paper wastage.
- Encourage the students to apply their skills in the workplace as this will increase their confidence and skills.