

# SVQ for IT Users (ITQ) — level 1 (SCQF level 4)

## F99D 04: Improving Productivity Using IT 1

### 3 SCQF credit points at SCQF level 4

**Description:** This is the ability to plan, evaluate and improve procedures involving the use of IT tools and systems to improve the productivity and efficiency of tasks and activities.

Outcome	Skills and Techniques	Knowledge and Understanding
<b>On completion of this Unit the candidate should be able to:</b>		
1 Plan the use of appropriate IT systems and software to meet requirements.	1 <b>Plan how to carry out the task</b> using IT to achieve the required purpose and Outcome. 2 Select IT systems and software applications as appropriate for the purpose.	1 Identify the <b>purpose for using IT</b> . 2 Identify the methods, skills and resources required to complete the task successfully. 3 Identify <b>reasons for choosing particular IT</b> systems and software applications for the task. 4 Identify any <b>legal or local guidelines or constraints</b> that may affect the task or activity.
2 Use IT systems and software efficiently to complete planned tasks.	1 Use <b>automated routines</b> that aid efficient processing or presentation. 2 Complete planned tasks using IT.	1 Identify automated routines to improve productivity
3 Review the selection and use of IT tools to make sure that tasks are successful.	1 <b>Review Outcomes</b> to make sure they meet the requirements of the task and are fit for purpose.	1 Decide whether the <b>IT tools selected</b> were appropriate for the task and purpose. 2 Identify the <b>strengths and weaknesses</b> of the completed task. 3 Identify ways to make further <b>improvements to work</b> .

Note: The **emboldened** items are exemplified in the Support Notes.

## Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

## General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) IPU: Improving Productivity Using IT level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

## Support Notes

### Summary

A SCQF 4 (ITQ level 1) user can plan and review their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity. Any aspect that is unfamiliar will require support and advice from other people.

An activity will typically be 'straightforward or routine' because:

- ◆ the task or context will be familiar and involve few factors (for example, time available, audience needs, message, structure)
- ◆ the techniques used will be familiar or commonly undertaken

### Examples of context which illustrate typical activities which might be undertaken by users:

- ◆ using keyboard shortcuts for common tasks

**Examples of content** are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

**The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.**

### Outcome 1

**Purpose for using IT:** Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed).

**Plan task:** What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout.

**Reasons for choosing IT:** Time, convenience, cost; benefits of IT or manual methods of preparing, processing and presenting the same information; own views on convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity.

**Legal or local guidelines or constraints:** May include data protection, copyright, software licensing, security; organisational housestyle or brand guidelines.

## Outcome 2

**Automated routines:** Short cuts, customised menus and tool bars, run pre-set macros, templates.

## Outcome 3

**Review Outcomes:** Quality of information used, produce drafts, review against initial plans, check with intended audience.

**IT tools selection:** Time taken, convenience, cost, quality, accuracy.

**Strengths and weaknesses:** Format, layout, accuracy, clarity for audience.

**Improvements to work:** Correct mistakes, avoid affecting other people's work, better ways of doing things, learning new techniques.

## Guidance on examples of evidence

In order to reflect the standards of competence expected by employers, all evidence for the ITQ mandatory Unit must be naturally occurring from IT activities undertaken for a specific and real purpose.

The setting in which candidates are assessed should be a realistic working environment (see criteria for realistic working environments — Annex.1.1 of SVQ for IT Users (ITQ) Assessment Strategy, Scotland, page 10).

The evidence for the assessment of the mandatory Unit that candidates provide will come from tasks or activities. The end user will typically specify the purpose and general content for the tasks. In many situations, the candidate's employer or client will specify the end product.

Valid evidence can also arise from:

- ◆ the search for employment (eg CVs, job applications and e-mails to potential employers)
- ◆ social activities (eg club membership databases, posters and websites)
- ◆ enterprise activities (eg business plans, budgets and marketing materials)
- ◆ voluntary activities (eg cash flows, programmes and newsletters)
- ◆ learning and studying subjects other than IT (eg internet research for a geography)
- ◆ assignments, reports/dissertations and presentations)

It is for the assessor to ensure that the activities were for a real purpose. Assessors may wish to consider items such as product evidence, candidate statements, candidate checklists and/or knowledge tests in relation to these tasks/activities.

### Typical examples of evidence for Outcome 1

Given a specific task, the candidate would be expected to produce a plan of action which clearly sets out the procedures and choices to be made and followed to achieve the required purpose and Outcome, taking into account legal or local guidelines or constraints.

### Typical examples of evidence for Outcome 2

Given a task to a given specification, the candidate would be expected to demonstrate that they have complied with the task specification(s) in its completion, through their efficient use of IT, to successfully complete specified tasks using automated and short cut features included in the software used.

### **Typical examples of evidence for Outcome 3**

A candidate would be expected to review their selection and use of IT in the successful completion of given tasks, deciding whether the choice of IT tools used were effective, met the specified requirements and suggest ways in which the completion of the tasks might be improved, identifying any weakness in the approach followed.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)