

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

F99G 04: IT User Fundamentals 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Use IT systems to meet needs.	<ol style="list-style-type: none"> 1 Use correct procedures to start and shutdown an IT system. 2 Use interface features effectively to interact with IT systems. 3 Adjust system settings to meet individual needs. 4 Use a communication service to access the Internet. 	1 Use appropriate terminology when describing IT systems .
2 Organise, store and retrieve information.	<ol style="list-style-type: none"> 1 Work with files and folders so that it is easy to find and retrieve information. 2 Organise and store information, using general and local conventions where appropriate. 	1 Identify what storage media to use.
3 Follow and understand the need for safety and security practices.	<ol style="list-style-type: none"> 1 Work safely and take steps to minimise physical stress. 2 Keep information secure. 3 Follow relevant guidelines and procedures for the safe and secure use of IT. 	<ol style="list-style-type: none"> 1 Recognise the danger of computer viruses, and identify ways to minimise risk. 2 Outline why it is important to stay safe and to respect others when using IT-based communication.
4 Carry out routine maintenance of IT systems and respond to routine IT system problems.	<ol style="list-style-type: none"> 1 Carry out regular routine maintenance of IT systems safely. 2 Take appropriate action to handle routine IT problems. 	<ol style="list-style-type: none"> 1 Identify why routine maintenance of hardware is important and when to carry it out. 2 Identify where to get expert advice.

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.

NB It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code IUF: FS: IT User Fundamentals level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

Support Notes

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

- ◆ using a personal computer or laptop
- ◆ organising and backing up own data files

Summary

A SCQF level 4 (ITQ level 1) user can use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT. Any aspect that is unfamiliar will require support and advice from others.

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

- ◆ the tasks or context will be familiar
- ◆ the techniques required will also be commonly undertaken

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

- ◆ using a personal computer or laptop; organising and backing up own data files

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

Start and shutdown procedures: Log in, enter password, log out, shut down menu, lock, unlock.

IT system: Will vary according to the set up, for example: computer (PC, laptop), input device (eg keyboard, mouse or other pointing device), processor, output device (eg screen, printer), storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive).

Interface features: Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise.

System settings: Window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume.

Communication service: Broadband, dial up, wireless, network connections, mobile device.

Outcome 2

File handling: Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search. Folders: create and name folders and subfolders.

Storage media: Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device.

Organise and store: Insert, remove, name, label, archive.

Outcome 3

Work safely: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; organisational guidelines and points of contact.

Physical stress: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions.

Minimise risk: Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution.

Information security: Copies, backup, password, PIN, avoid inappropriate disclosure of information.

Staying safe: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination.

Guidelines and procedures: Set by employer or organisation.

Topic: Health and safety, security, copyright, netiquette.

Outcome 4

Routine maintenance: Clean hardware, delete unwanted data; Manufacturer's guidelines; what maintenance can be done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files.

Cleaning: For different components of an IT system; to maintain functionality; to maintain appearance.

Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge.

Expert advice: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts.

IT problems: Program not responding, error dialogue, storage full, paper jam.

Guidance on examples of evidence

Typical examples of evidence for Outcome 1

Work products, eg screen shots, observation by assessor, annotated printouts, witness testimony.

Written or verbal knowledge responses, candidate statements for items such as Terminology. Knowledge test using multiple-choice questions to measure competence in knowledge and understanding section.

Typical examples of evidence for Outcome 2

Demonstrate or provide screen shots of activities, within file handling.

Candidate statement, witness testimony or product evidence in the form of screen shots showing responses to set activities occurring as a matter of course in candidate's routine computer usage, or these may be situations set up by the assessor.

Typical examples of evidence for Outcome 3

Candidate statement, witness testimony, assessor checklist or product evidence
Written or verbal knowledge responses, candidate statements for items such as working safely and securely, eg covering Data Protection Act, Company policy and procedures.

Typical examples of evidence for Outcome 4

Demonstrate or provide screen shots of activities, logs, assessor checklist, witness testimony.

Candidate statement, witness testimony or product evidence showing responses to IT problems occurring as a matter of course in candidate's routine computer usage, or these may be situations set up by the assessor.

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