

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

F9C1 04: Data Management Software 1

2 SCQF credit points at SCQF level 4

Description: This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Enter, edit and maintain data records in a data management system.	1 Enter data accurately into records to meet requirements. 2 Locate and amend individual data records. 3 Check data records meet needs, using IT tools and making corrections as necessary. 4 Respond appropriately to data entry error messages. 5 Follow local and/or legal guidelines for the storage and use of data where available.	1 Identify the security procedures used to protect data.
2 Retrieve and display data records to meet requirements.	1 Search for and retrieve information using predefined methods to meet given requirements. 2 Select and view specified reports to output information to meet given requirements.	1 Identify which report to run to output the required information.

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 DMS: Data Management Software level 1. It has a stated number of SCQF credit points = 2 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can use basic data management software tools and techniques to:

- ◆ enter straightforward or routine information using pre-set data entry screens
- ◆ retrieve information by running predefined methods; and produce reports using predefined menus or short cuts

The tools and techniques will be described as 'basic' (foundation level) because:

- ◆ The tools and functions will be predefined or commonly used.
- ◆ The techniques for inputting, manipulation and outputting data will be straightforward or routine.
- ◆ The structure and functionality of the data management system will be predefined. Any aspects that are unfamiliar will require support and advice from others.

Data management software is often implemented on relational database systems by providing pre-defined file and record structures, processes, reports and data entry screens. This is about the use of these predefined objects.

Examples of data management software include proprietary systems for:

- ◆ Customer Relationship Management (CRM)
- ◆ Management Information System (MIS)
- ◆ Payroll
- ◆ Enterprise Resource Planning (ERP)

The user may also work with bespoke databases such as:

- ◆ membership records
- ◆ hire/rental records
- ◆ insurance quotes

Examples of context: Adding or amending customer details into a company CRM system such as Integra; booking patient appointments for doctor, dentist or hospital; registering new student details onto a school or college SIMS database.

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

Enter data: Use of data entry form; create new record; add record to table.

Amend data records: Find, search and replace; edit record, sort, use wildcards.

Check data records: Spell check, format, accuracy, consistency, remove duplication, verify data.

Security procedures: Access control; authorised use, password protection and management, user authentication.

Error messages: Due to field size, data type, validation checks; duplicate records; format; using help.

Guidelines for the storage and use of data: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements. File management will vary according to the application.

Outcome 2

Search and retrieve: Alphanumeric sort, filter, single criteria, standard queries.

Reports: Accessing reports that have already been run; using menus or shortcuts, report templates to produce standard reports based on current data.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–3

Work such as adding or amending customer details into a company CRM, booking patient appointments for doctor, dentist or hospital, registering new student details onto a school or college SIMS database.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

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