SQA

INFORMATION AND COMMUNICATION TECHNOLOGY
SCQF Level 4
40 Hour Unit (F3GC 10)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

♦ Communication

♦ Numeracy

♦ Information and Communication Technology

♦ Problem Solving

♦ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using straightforward information and communication technology (ICT) effectively to access, process, and present information in familiar, everyday settings.

If there are any words you don't understand in this Unit, your tutor will explain them to you.

What should I know or be able to do before I start?

You may have achieved the Core Skills Unit Information and Communication Technology at SCQF level 3. Alternatively, you may have similar experience of accessing, processing, and presenting information, for example word-processing letters, downloading music files, or searching the internet.

What do I need to do?

You will:

♦ select and start up application software that is suitable for the activity you are doing (for example, word-processing, spreadsheet, database, media packages)

♦ use straightforward tools (for example, file manager, print manager, control panels)

♦ name and organise folders and sub-folders

♦ enter and, if required, edit data using appropriate applications software

♦ locate information (for example, text, numbers, graphics, video, audio) from a range of local or remote data sources (for example, the internet, CD-ROM, intranet, your own computer)

♦ use appropriate search techniques (for example, choice of keywords, phrases within quotes, find tools)

♦ select relevant information that matches criteria (for example, by date, UK information, media type)

♦ present information in an appropriate mode (for example, display on screen, print out, play an audio file)

♦ recognise security risks and act accordingly (for example, keep your own login and password secure; take precautions when online)

Your tutor will offer you time to practise your skills.

How do I get this Unit?

You will need to show that you have all the skills in the Unit.

You will carry out information communication technology activities that involve accessing, processing, and presenting information. Your tutor may watch you and ask questions, and may make notes or a recording of what you are doing or saying. You can produce hard copy or save information on your hard drive or external storage device. You will be able to use these as evidence.

What might this involve?

You can achieve the Unit in many ways. Examples of activities you might do are:

♦ produce a short report with graphics using word processing software and e-mail this to a friend or colleague as an attachment

♦ use search engines to find information on the internet to plan a community group trip then print the information as hard copy

♦ calculate the cost of a children's party using spreadsheet software

♦ set up folders and sub-folders to store your course assessments

♦ customise your PC desktop to suit your own needs at home or at work

What can I do next?

You could move on to the Information and Communication Technology Unit at SCQF level 5.

You could think about doing other Core Skill Units in:

♦ Communication

♦ Numeracy

♦ Problem Solving

♦ Working with Others

Your tutor can advise you about this.

Guidance for tutors

At SCQF level 4 learners are expected to be able to work with a computer system to carry out some straightforward processing activities. They may need some help with technical terminology, but should be able to use the computer with a degree of independence. Learners can use commercial packages or bespoke application software.

Processing information using ICT

This requires learners to use application software. The software should be chosen for its relevance to the learners' personal, workplace, social, and educational situations. An example choice might be a word processor, a spreadsheet, or a presentation package.

The learners must work to a reasonable timescale, accurately, and with results meeting the desired purpose.

Accessing information using ICT

At SCQF level 4 learners have to carry out a number of straightforward searches or one sustained search. Even for the straightforward searches, learners are expected to use techniques to filter their search results with appropriate criteria. This is a level above just typing in one search term to generate the results. For example, when using search engines, learners might use quotation marks to search for exact phrases or include additional keywords to narrow the search.

If learners carry out straightforward searches, they should be from different sources or use different search criteria. The searches could all involve using a search engine but should not be searches for the same type of information, for example postal addresses. A sustained search, while still showing some variety in criteria or sources, will consist of searches that are combined together to give a result. Learners will see all the searches as part of a single activity.

Further guidance is available in the accompanying Assessment Support Pack.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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**.