

# SVQ for IT Users (ITQ) — level 2 (SCQF level 5)

## F99X 04: IT Communication Fundamentals 2

### 2 SCQF credit points at SCQF level 5

**Description:** This is the ability to access, search for and retrieve information using browser software from the internet and/or intranets and exchange information using e-mail or IT-based communication systems.

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Outcome	Skills and Techniques	Knowledge and Understanding
<b>On completion of this Unit the candidate should be able to:</b>		
1 Select and use a variety of sources of information to meet needs.	1 Select and use appropriate <b>sources</b> of IT-based and other forms of information which match requirements. 2 Recognise <b>copyright and other constraints</b> on the use of information.	1 Describe different <b>features of information.</b>
2 Access, search for, select and use internet-based information and evaluate its fitness for purpose.	1 <b>Access, navigate and search</b> internet sources of information purposefully and effectively. 2 Use appropriate <b>search techniques</b> to locate relevant information. 3 Use discrimination to select information that matches requirements and is fit for purpose.	1 <b>Evaluate information</b> to make sure it matches requirements and is fit for purpose.
3 Select and use IT to communicate and exchange information safely, responsibly and effectively.	1 Create, access, read and respond appropriately to <b>e-mail and other IT-based communication</b> , including attachments, and adapt style to suit audience. 2 Use IT tools to manage an <b>address book</b> and <b>schedule activities.</b> 3 Manage <b>storage of IT-based communications.</b> 4 Respond appropriately to common IT-based communication problems.	1 Describe how to respond to common <b>IT-based communication problems.</b>

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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 ICF: FS: IT Communication Fundamentals level 2. It has a stated number of SCQF credit points = 2 at SCQF level 5.

## Support Notes

### Summary

A SCQF level 5 (ITQ level 2) user can select and use a varied range of appropriate IT tools and techniques to find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'non-routine or unfamiliar' because:

- ◆ the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned
- ◆ the user will take some responsibility for developing the input or output of information
- ◆ the techniques required will involve a number of steps and at times be non-routine or unfamiliar

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

- ◆ setting up e-mail folders
- ◆ using the internet to research a new product and select a reliable supplier

**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

**Sources of information:** Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites.

**Features of information:** Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories.

**Copyright constraints:** Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions.

## Outcome 2

**Access, navigate and search:** Enter a web address, use a search engine, browse, save and use bookmarks.

**Search techniques:** Search key words, quotation marks, search within results, relational operators, 'find' or search tool, choice of *search engine, multiple search criteria, logical operators, wild cards, database query techniques*.

**Evaluate information:** Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail, *sufficiency, synthesise information from a variety of sources*.

## Outcome 3

**E-mail and other IT-based communications:** Open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web conferences, web logs or web based reference sites.

**Address book:** Add, amend and delete contact entries, contacts list, *distribution list; sort, display selected fields*.

**Schedule activities:** Task list; calendar; send and respond to meeting invitations.

**Storage of IT-based communications:** Create and maintain message folders and sub-folders; delete unwanted messages; compress, expand and save attachments; archive and retrieve messages.

**IT-based communication problems:** Difficulties with attachments, e-mail from unknown or misrepresented users, inappropriate content, e-mail intended to cause problems (SPAM or chain mail), size limits, software that causes problems (viruses, spyware, key loggers).

## **Guidance on examples of evidence**

### **Typical examples of evidence for Outcomes 1, 2 and 3**

Carry out a project involving setting up e-mail folders; using the internet to research a new product and select a reliable supplier of goods. This should be supplemented by screen dumps and witness testimony or personal statement.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of a multiple-choice question paper (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](http://www.sqa.org.uk/assessmentarrangements)