

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

F9AD 04: Personal Information Management Software 2

2 SCQF credit points at SCQF level 5

Description: This is the ability to use software designed for the purpose of managing and organising contacts, appointments, tasks and notes. Software may also be termed Personal Planning software.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Use calendars to schedule appointments and meetings.	<ol style="list-style-type: none">1 Create, edit and delete multiple calendar entries.2 Arrange recurring appointments.3 Invite others to meetings and monitor attendance.4 Respond to meeting requests from others.5 Create reminders for calendar appointments and events.6 Locate, organise and display appointments and events as required.7 Import and export calendar data.	<ol style="list-style-type: none">1 Describe how to share calendars with other users.
2 Use a task list to prioritise activities.	<ol style="list-style-type: none">1 Create, edit and delete task information.2 Organise and display tasks, setting targets for completion.3 Monitor task progress and set reminders.4 Report on task status and activity.5 Use software features to work collaboratively on tasks with other users.	
3 Use an address book to store, organise and retrieve contact information.	<ol style="list-style-type: none">1 Create, update and delete contact information.2 Locate, organise and display contact information efficiently.3 Select and export contact details for use in other applications.4 Create and modify a distribution list.5 Share contact information with others responsibly.	<ol style="list-style-type: none">1 Explain why it is important use personal data responsibly and safely.2 Describe why and how to keep contact information up to date.

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 PIM: Personal Information Management Software 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 use a range of personal information management tools and techniques to organise and prioritise their own time and manage multiple tasks and calendars.

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

- ◆ make one shared calendar for each sports team or club, and a separate calendar for private events
- ◆ allow various levels of permissions for other users of personal calendars and 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

Display appointments: On screen, for print; display style; *filters, views, by category; customise calendar settings; multiple calendars; search and retrieve; public calendars.*

Invite to meetings: *Check availability, notify participants; propose alternative times; display other users' calendars; identify conflicts and free time.*

Create reminders: Set alarms; send reminders to mobile devices and message services; RSS feeds.

Import and export: iCalendar, vCalendar; link tasks to calendar; synchronise calendar with mobile device.

Share calendars: Multiple calendars, user permission levels, open source and online calendars; subscribe to other calendars. Organise notes: By category, colour, date.

Outcome 2

Organise tasks: By category, status, target date; *assign and* respond to task requests; *filters*.

Work collaboratively: Multiple tasks, user permission levels; composite tasks.

Task progress: Percentage completion; postpone task.

Outcome 3

Update contacts: Multiple entries for single person; automatic updates; assign category.

Organise contacts: By *category*, name, *company*; customise display, *selected fields*; *filters*; *multiple contacts*; *separate work and leisure contacts*.

Responsible use: Password protection, Respect confidentially; public profiles; trust, data protection.

Select and export contacts: Selected fields; selected contacts; for transfer to mobile device, merge with other software.

Share contact information: Beam between mobile devices, vcard.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1 and 2

Project involving making one shared calendar for each sports team or club, and a separate calendar for private events; allow various levels of permissions for other users of personal calendars and tasks.

Creation of additional contact lists to separate work and leisure contacts.

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