

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

F9AE 04: IT Software Fundamentals 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to decide which IT software application is appropriate to use to process different types of data, and to use a range of applications to produce and present information.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Select and use software applications to meet needs and solve problems.	1 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems.	1 Identify different software applications and give examples of their use. 2 Identify what types of information are needed.
2 Enter, develop and format different types of information to suit its meaning and purpose.	1 Enter, organise and format different types of information to meet needs. 2 Apply editing techniques to refine information as required. 3 Combine information of different forms or from different sources to meet needs. 4 Select and use appropriate page layout to present information effectively.	
3 Present information in ways that are fit for purpose and audience.	1 Work accurately and proof-read , using software facilities where appropriate for the task. 2 Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate.	
4 Make effective use of IT tools and facilities to present information.	1 Review and modify work as it progresses to ensure the result is fit for purpose and audience.	1 Review the effectiveness of the IT tools selected to meet presentation needs.

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 ISF: FS: IT Software Fundamentals level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can use appropriate predefined or commonly used IT tools to develop and produce information for tasks and activities that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from other people.

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

- ◆ the task or context need will be familiar and involve few factors (for example, time available, audience needs, message, structure)
- ◆ the input and output of information will be predetermined by the person supervising the task
- ◆ the techniques used will be familiar or commonly undertaken

Examples of context — producing a letter, making a slide for a presentation, recording spending, drawing boxes and arrows to highlight information.

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

Software applications:

- ◆ Types: word processing, spreadsheet, graphics, internet browser, e-mail, audio and video software.
- ◆ Use: open and close applications; switch between applications.

Types of information: Text, numbers, images, graphics, sound, data records.

Outcome 2

Organise information: Headings, lists, tables, use of templates, sort, charts and graphs, records, simple calculations.

Format information: Formatting techniques appropriate to the type of information, for example:

- ◆ Text: bullets, numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables.
- ◆ Numbers: currency, percentages, number of decimal places.
- ◆ Images: size, position.

Editing techniques: Editing techniques appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position.

Combine information: Combine images with text (eg photo with caption); presentation with audio and/or video; numbers with charts and graphs.

Page layout: Size, orientation, margins, page breaks, page numbers, headers, footers, date and time.

Outcome 3

Work accurately and proof-read: Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview.

Information fit for purpose: Letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation, budget, invoice, stock list.

Outcome 4

Tools selection: Time taken, convenience, cost, quality, accuracy.

Review and modify work: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–4

Produce a letter, make a slide for a presentation, record income and spending, draw boxes and arrows to highlight information.

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