

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

F9CH 04: Drawing and Planning Software 1

2 SCQF credit points at SCQF level 4

Description: This is the ability to use software designed for producing 2D drawings or plans, such as flowcharts, mindmaps and technical drawings.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Input, organise and combine information for drawings or plans.	<ol style="list-style-type: none">1 Select the appropriate shapes, from those available, to meet needs.2 Input the relevant shapes and other elements into existing templates or blank documents so that they are ready for editing and formatting.3 Combine information of different types or from different sources for drawings and plans.4 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available.	<ol style="list-style-type: none">1 Identify what types of 2D shapes and other elements will be needed.2 Identify which template or blank document to use.3 Identify what copyright constraints apply to the use of shapes or other elements.
2 Use tools and techniques to edit, manipulate, format and present drawings or plans.	<ol style="list-style-type: none">1 Use appropriate software tools to manipulate and edit shapes and other elements.2 Select and use appropriate software tools to format shapes and other elements.3 Check drawings and plans meet needs, using IT tools and making corrections as necessary.4 Use appropriate presentation methods and accepted page layouts.	<ol style="list-style-type: none">1 Identify what drafting guides to use so that the shapes and other elements are appropriately prepared.2 Identify what types of shapes and other elements will be needed.3 Review templates and describe how they need to be changed to meet needs.4 Identify what copyright constraints apply to the use of shapes or other elements.

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 DPS: Drawing and Planning 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 select and use basic tools and techniques to produce straightforward or routine drawings and plans. Any aspects that are unfamiliar will require support and advice.

2D drawing and planning software tools and techniques will be described as 'basic' (foundation level) because:

- ◆ the software tools and functions will be predefined or commonly used
- ◆ the range of entry, manipulation and outputting techniques will be straightforward or routine
- ◆ the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine

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

- ◆ a plan of an office or garden layout
- ◆ a mind map of key points discussed in a meeting

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

Shapes and other elements: Shapes will vary according to the required Outcome, for example: flow chart shapes, building plan shapes, audit.

Other elements: graphic elements (eg lines, arrows, borders, backgrounds, clip art), text, numbers.

Input information: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg webcam, video camera, mobile phone camera).

Templates and blank documents: Blank documents; existing templates, working from an example document.

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

Combine information: Insert, size, position, wrap, order, group.

Store and retrieve: Files (eg create, name, open, save, save as, print, close, find).

Outcome 2

Drafting guides: Grid, snap to grid, snap to shape.

Manipulate and edit shapes and other elements: Will vary, for example:

- ◆ Edit: select, insert, delete, cut, copy, paste, drag and drop, find, replace
- ◆ Text: font, colour, alignment
- ◆ Shapes: size, colour, orientation, connections to other shapes and elements, add labels

Format shapes and other elements: Will vary, for example: text (eg font, paragraphs, text block, tabs, bullets), lines (eg width, length, colour, endings, beginnings), drawing elements (eg fill, shadow, corners), connections between shapes and other elements.

Check drawings and plans: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements.

Presentation methods: Will vary according to the task, for example, on screen display, publishing on a website.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1 and 2

Carry out a project involving the selection, input combination and storage of appropriate shapes. This could involve a plan of an office or garden layout, a mind map of key points discussed in a meeting.

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 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