



**Arrangements for:
NPA Digital Literacy (SCQF level 3)**

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

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1 Introduction

This is the Arrangements Document for the *new National Progression Award (NPA) in Digital Literacy, at SCQF level 3, which was/were validated in March 2007*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This new National Progression Award (NPA) in Digital Literacy has been designed to introduce candidates to a range of different digital tools, productivity software and digital communication methods.

Each mandatory Unit within the NPA has been designed to engage and encourage candidates to use and achieve a basic understanding of digital technology in use in everyday contexts. Many candidates have to cope with new technology, without really understanding its potential and how it can be used to improve their everyday lives and this award will allow candidates to explore a diverse range of digital technology.

2 Rationale for the development of the Group Award

The Units within this NPA are designed to provide an entry-level qualification to enable candidates to gain a range of Core Skills combined with basic skills in digital technology. It is envisaged that candidates will be able to progress to more in-depth skills and interests, which may encourage candidates to undertake further studies in related areas such as PC Passport or the National certificate in Digital Media Computing.

When investigating demand for an award at this level, research was carried out to determine the appropriate SCQF level, Core Skill requirements and how these skills might lead to further study or opportunities through Skills for Work programs or Modern Apprenticeships.

The Units combine the softer skills of Communication, Problem solving and Numeracy (and Information Technology) within the context and use of digital technology. This allows candidates to relate these soft skills, to electronic equipment they may use everyday. It will help build confidence in the use of digital technology whilst improving the softer skills.

Employer Needs

Employers increasingly expect candidates to be able to use critical thinking, problem solving and working within a group/team to be essential for working in a modern business environment. The ability to communicate effectively is often quoted in many current job advertisements, as is the ability to present information accurately.

Employment Opportunities

It is recognised that candidates who demonstrate the basic Core Skills coupled with an understanding of the use of digital technology are more likely to gain employment than those with just IT skills.

Significant research has been carried out about the combination of soft skills with digital skills and employers rate both soft skills and digital literacy skills as critical for new employees.

3 Aims of the Group Award

The main aim of this NPA in Digital Literacy was to provide an introduction to digital technology, whilst developing opportunities for Core Skills. It will provide an entry level award that will allow candidates to progress into further study and experience a range of digital tools and techniques.

3.1 Principal aims of the Group Award

The principal aims of this suite of Units that make up the NPA in Digital Literacy:

- ◆ Provide an entry level award that allows candidates to develop skills using digital tools, software and different digital communication methods.
- ◆ Progress into further study such as PC Passport at Beginner level and the National Certificate in Digital Media Computing to further develop knowledge of digital tools and software.
- ◆ Provide the candidate with opportunities to develop Core Skills in the context of digital technology.
- ◆ Relate the Core Skills and the digital technology skills to the expectations of potential employers.
- ◆ Combine soft skills in Communication, Problem Solving, Numeracy and digital technology to help potential employees gain employment.

3.2 General aims of the Group Award

The general aims of this NPA:

- ◆ Allow each Unit to be studied stand-alone, or combined with others to give a balanced overview and introduction to digital tools, software and communication methods.
- ◆ Provide an opportunity to group together a number of Units to give a coherent theme using digital tools, software and communication methods.
- ◆ Provide opportunities for candidates to work towards the job competency for the National Occupational standards at level 1.

3.3 Target groups

It is anticipated that this NPA in Digital Literacy will be attractive to community education programs, Training for Work programs, such as Job centre +, Not in Education, Employment or Training (NEET) programs and for candidates who have no formal qualifications but wish to gain experience of digital technology. This NPA will also be attractive to those candidates seeking Core Skills recognition.

3.4 Employment opportunities

It is recognised that candidates who demonstrate the basic Core Skills coupled with an understanding of the use of digital technology are more likely to gain employment than those with just IT skills.

Significant research has been carried out about the combination of soft skills with digital skills and employers rate both soft skills and digital literacy skills as critical for new employees.

4 Access to Group Award

While entry is at the discretion of the centre for the NPA in Digital Literacy, it would be beneficial for candidates to have attained one of the following:

- ◆ DO1B 08 Communication at SCQF level 2
- ◆ D01D 08 Information Technology at SCQF level 2
- ◆ D01C 08 Numeracy at SCQF level 2
- ◆ or similar qualifications or work experience.

5 Group Award structure

All Units are mandatory within the NPA Digital Literacy at SCQF level 3. The framework is as follows.

5.1 Framework

Mandatory Units — NPA Digital Literacy (SCQF level 3)

| Unit title | Code | SCQF credit points | SCQF level | SQA credit value |
|-------------------------------|---------|--------------------|------------|------------------|
| Digital Computing | F1L2 09 | 6 | 3 | 1 |
| Digital Numeracy | F1L1 09 | 6 | 3 | 1 |
| Digital Communication Methods | F1KY 09 | 6 | 3 | 1 |

The completion of the NPA gives a SCQF credit value of 18 SCQF credit points at level 3.

The principal aims of this suite of Units that make up the NPA in Digital Literacy:

- ◆ Provide an entry level award that allows candidates to develop skills using digital tools, software and different digital communication methods. This is highlighted in all Units where the candidate is encouraged to use a variety of different digital tools and techniques to create, use and present information learnt.
- ◆ Progress into further study such as PC Passport at Beginner level and the National Certificate in Digital Media Computing to further develop knowledge of digital tools and software. Each Unit introduces the candidate to a different type of technology, equipping them with basic simple skills, which can be built upon on other IT related courses.
- ◆ Provide the candidate with opportunities to develop Core Skills in the context of digital technology. Embedded Core Skills are included in each Unit, as well as signposting for other Core Skill opportunities, for example —Working with Others.
- ◆ Relate the Core Skills and the digital technology skills to the expectations of potential employers. This addresses needs in communication, Problem solving and Numeracy expressed by employer research.

- ◆ Combine soft skills in Communication, problem solving, Numeracy and digital technology to help potential employees gain employment.

As there is no professional body recognition at this level for this NPA, there are no exemptions from the assessments outlined in each Unit.

As this NPA is new, there is no opportunity for credit transfer in other Units or awards like the Modern Apprenticeship for IT Users which requires Core Skills at SCQF level 4. The areas where links occur with the National Occupational Standards are highlighted in Appendix 1.

5.2 Mapping information

The aim of this NPA was to include Core Skills within each Unit but to ensure the theme running through the Units was clearly linked to digital technology and did not focus on the Core Skill, but on the purpose of introducing candidates to digital tools, software and techniques. The following Core Skills have been embedded within these Units:

| Unit title | Core Skill | Embedded/Signposted |
|-------------------------------|------------------------|---------------------|
| Digital Computing | Information Technology | Embedded |
| | Problem Solving | Embedded |
| Digital Numeracy | Numeracy | Embedded |
| Digital Communication Methods | Communication | Embedded |
| | Working with Others | Signposted |

An SCQF mapping was carried out against each Unit to determine its relevance in the context of SCQF levels. The following table indicates how this was achieved:

| Unit title | Core Skill | SCQF skill | Level 3 |
|--------------------------|------------------------|------------------------------|----------------------------------------------------------------|
| Digital Computing | Information Technology | Use a computer system | Perform basic operations using a computer system |
| | | Use IT Software | Perform simple processes using a range of application packages |
| | | Carry out searches | Extract and present information from an electronic source |
| | Problem Solving | Nature of problem | Simple problem solving activity |
| | | Critical Thinking | Analyse a simple situation or issue |

| Unit title | Core Skill | SCQF skill | Level 3 |
|--------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | | Planning and Organising | Plan, organise and carry out a straightforward task |
| | | Reviewing and Evaluating | Review and evaluate a simple problem solving activity |
| Digital Numeracy | Numeracy | Use graphical information | Read and use a simple scale Extract simple graphical information Communicate simple graphical information |
| | | Apply numerical skills | Apply a range of basic numerical skills in everyday contexts |
| Digital Communication Methods | Communication | Reading | Respond to simple written communication |
| | | Writing | Produce simple written communication |
| | | Talking and listening | Produce and respond to simple oral communication |
| | Working with Others | Plan | Plan a simple task in co-operation with others |
| | | Do | Carry out a simple task in co-operation with others |
| | | Review | Review and evaluate own effectiveness to the co-operative task |

5.3 Articulation, professional recognition and credit transfer

The National Occupational standards for IT Users, define a number of Areas of Competence in a range subjects including:

- ◆ Use IT Systems — Operate a computer
- ◆ Use IT Software — Word Processing and Spreadsheets specifically
- ◆ Purposes of IT — Make selective use of IT and Evaluate effectiveness of IT

Each Area of Competence covers the job competency level. There are three job competency levels. For each *job competency* the person must **apply knowledge and understanding** and **Skills and techniques** for each area of competence and subject.

These key competencies exemplify the standards defined for different levels of workers. National Occupational Standards are related in Scotland to SCQF levels. In England, Wales and Northern Ireland they are related to the National Qualifications Framework which define standards for all National Vocational Qualifications (NVQ) See table:

| National Occupational level | Definition of level | SCQF level (NQF/NVQ equivalent) | Definition of level for ICT |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| Level 1 | Setting up and using an IT system safely and using common types of software for simple tasks | Level 4 (NVQ level 1 – NQF equivalent) | Use the most straightforward features of familiar applications to process and obtain information |
| Level 2 | In addition to level 1, setting up and using a wider range of different types of hardware and using software for more complex tasks | Level 5 (NVQ level 2 – NQF equivalent) | Use a range of routine skills with standard applications to process, obtain and combine information |
| Level 3 | In addition to level 1 and 2, installing upgrades to hardware, operating systems and software safely and getting the best out of software for complex tasks | Level 6 (NVQ level 3 – NQF equivalent) | Use a wide range of skills to select, process, obtain and combine information |

Note: Example shown is for Use IT Systems — Operate a computer.

For each *job competency* in the National Occupational Standards, the person must **apply knowledge and understanding**, for example on common types of computer hardware and how to use them, what the software functions are and how to use them. **Skills and techniques** might include setting up a computer, accessing files on a computer and using basic software tools and techniques.

These key competencies exemplify the standards defined for different levels of workers and candidates would be expected to try and achieve or work towards these occupational standards which are recognised by employers as a benchmark for the skills required by candidates seeking employment in IT User industries.

This NPA at SCQF level 3 is **below the entry level** of the National Occupational Standards for IT Users. For details of how the Units might allow candidates to demonstrate opportunities to work towards level 1 in the IT User National Occupational Standards, please see the tables in Appendix 1.

6 Approaches to delivery and assessment

General Information

The NPA Digital Literacy was designed to introduce candidates to digital tools, software and techniques using a variety of digital technology. It is aimed at the candidate who wishes to satisfy an interest in digital technology, or to provide an introductory platform for further study in digital technology subjects, like computing, information technology, communication methods including the Internet, mobile technology, video conferencing etc.

Candidates will require access to a range of digital tools for the Digital Computing Unit, which might include computers (stand-alone, networked or laptops), hand-held mobile devices like mobile phones, PDA's, PC tablets etc. Candidates should also have access to a range of productivity software like word processor, spreadsheet, presentation, database, artwork and imaging, email and educational software.

For the Digital Numeracy Unit candidates should have access to electronic calculators, electronic scales, productivity software like graph and spreadsheet software.

For the Digital Communication Unit candidates should have access to a range of different communication tools which are used for communication. These might include mobile phones, the Internet, web cam, Internet email software, video conferencing, video teleconferencing equipment etc.

There are no optional Units within this NPA. In order to achieve the Group Award it is necessary for candidates to satisfactorily achieve all the mandatory Units at the appropriate SCQF level 3 of the award.

Centres may choose to offer this NPA as full-time, part-time, or an open or distance learning mode of delivery. There are no obvious barriers or recommendations to delivering this NPA in either full-time or open learning mode of delivery. Each Unit specification provides guidance on entry.

All Units are practical in nature and take a holistic approach to assessment. Candidates should be encouraged to develop their skills naturally and have opportunities to apply the skills learnt in a variety of contexts.

Guidance for Delivery

Sequencing of delivery and assessment is at the discretion of the centre, however, the following is provided for guidance. Where possible, centres should adopt a holistic approach to delivery and assessment.

Guidance on Structure and Timing

The following table outlines the Units included in the NPA at SCQF level 3.

| Unit title | SCQF level | Credit points | Notional length |
|-------------------------------|------------|---------------|-----------------|
| Digital Computing | 3 | 6 | 40 hours |
| Digital Numeracy | 3 | 6 | 40 hours |
| Digital Communication Methods | 3 | 6 | 40 hours |

The Units would normally be expected to be completed within recommended hours. This includes time for practical activities and assessment.

The NPA in Digital Literacy contains three mandatory Units and there is no specific order for undertaking the Units. Each Unit has been designed as a stand-alone Unit although there may be opportunities for integration of assessment between Units; however no recommendation is offered here. The Units may be taught sequentially or in parallel (or a combination of these).

Opportunity for e-learning

Through strategic partnerships between SQA and Microsoft under the “Partners in Learning” program and through partnership with Learn direct Scotland, there are opportunities to access and use (freely) e-learning tools to help in the delivery of this NPA. These can be found at <http://www.microsoft.com/digitalliteracy> or through Learn Direct SkillNet.

Guidance for Assessment

An integrated approach to assessment is recommended within the Units which constitute the NPA in Digital Literacy. Assessment Support Packs (ASP) have been produced which provide instruments of assessment, assessor checklists and guidance for making assessment decisions. In all Units it is recommended that evidence for practical tasks is gathered over an extended period. Detailed marking instructions and sample solutions are included in each ASP. Guidance on gathering evidence for practical tasks is also given. All ASPs are available to download from the SQA secure site.

Practical skills are assessed in a number of ways depending on the Outcomes within each Unit. Some Outcomes require the candidate to maintain a candidate log, whilst others are by assessor observation checklist. Candidates may be required to evaluate how the task was carried out. Where possible, observation of practical ability should be assessed during classroom activities.

Guidance for Core Skills

The following Core Skills are embedded or signposted in the three Units that make up the NPA in Digital Literacy.

| Unit title | Core Skill | Embedded/Signposted |
|-------------------------------|------------------------|---------------------|
| Digital Computing | Information Technology | Embedded |
| | Problem Solving | Embedded |
| Digital Numeracy | Numeracy | Embedded |
| Digital Communication Methods | Communication | Embedded |
| | Working with Others | Signposted |

7 General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

NPA in Digital Literacy G8HE 43 (SCQF level 3)

This award is designed as an introduction to digital tools, software and techniques used in everyday contexts. The award introduces the basic use of a number of digital tools, productivity and educational software and digital communication methods. On completion of the award candidates will have a basic understanding of a range of digital technologies that will be relevant in the workplace or in everyday life.

There are three Units within this NPA award. In order to achieve the award a candidate must successfully complete each of the three Units.

Units of Study

Digital Computing (SCQF level 3)

Unit Outcomes

- 1 Operate a computer device with limited assistance.
- 2 Use productivity software on a computing device with limited assistance.
- 3 Present basic information on a Computer Health and Safety issue with limited assistance.
- 4 Create and review the effectiveness of a plan of a simple task to tackle a computer health and safety problem with limited assistance.

Explanation

This Unit is designed to let you perform basic operations with a computer, like starting up and shutting down a computer (any type of computer), using the menu system to open up (at least) two types of software from word processing, spreadsheet, database, email, artwork and imaging, presentation or educational software to create a new file, edit a file and save the files for later. It is also important to know about basic computer health and safety, so you will look at these issues in class and solve a simple problem relating to one of the computer health and safety issues. Limited help and assistance will be available from the tutor.

Digital Numeracy (SCQF level 3)

Unit Outcomes

- 1 Read and use simple measurements using a digital tool.
- 2 Extract and communicate simple graphical information using digital software.
- 3 Apply a range of basic numerical skills in an everyday digital context.

Explanation

This Unit is designed to let you use digital tools for working with numbers, like measuring tools for buying carpets, or working out how much wallpaper you need to decorate a room. You might use an electronic calculator or electronic scales to help you do basic calculations for shopping for food and weighing food for cooking recipes. You will use basic software to use and display information in the form of a graph or chart eg train and bus timetable or schedules.

Digital Communication Methods (SCQF level 3)

Unit Outcomes

- 1 Investigate a digital communication method.
- 2 Produce a simple written report on the key features of a digital communication method.
- 3 Present simple oral information about the key features of a digital communication method.

Explanation

This Unit is designed to let you investigate a digital communication method. The investigation might include learning how to send or receive an email, or instant message from someone or using a mobile phone, or how to use a podcast or MP3 player, or video conferencing software. You will find out some basic information about one digital communication method and produce a report and present the information you learned.

All Units are designed to be practical and it is expected that most learning activities will be practical. Each of the Units is assessed individually, although your centre/tutor may combine the assessments over the Units. Practical skills and tasks are assessed by candidate logs and/or assessor observation. Your tutor will explain what these are.

On completion of this award it is expected that you may wish to pursue further study, either PC Passport at Beginner level or possibly a full National Certificate award.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2-6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2-7.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg National Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie out with automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

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Appendix 1

Mapping of NPA to National Occupational Standards:

The National Occupational standards for IT Users, define a number of Areas of Competence in a range subjects including:

- ◆ Use IT Systems — Operate a computer
- ◆ Use IT Software — Word Processing and Spreadsheets specifically
- ◆ Purposes of IT — Make selective use of IT and Evaluate effectiveness of IT

Each Area of Competence covers the job competency level. There are three job competency levels. For each *job competency* the person must *apply knowledge and understanding* and *Skills and techniques* for each area of competence and subject.

Area of Competence in Use IT Systems — Operate a Computer

For the *Area of Competence in Use IT Systems — Operate a Computer* a level 1 candidate should demonstrate that they can carry out the initial steps needed to use a computer and make use of common types of hardware and software.

Knowledge and Understanding for Operate a Computer and how it is covered in the Digital Computing Unit:

| Types of Computer Hardware | Tools and functions | Health & Safety issues | Compatibility and Data Transmission speeds | Digital Computing Unit |
|--------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------|----------------------------------------|
| What common types of computer hardware are | What the basic tools and functions of software applications can be used for | Health and Safety risks to self in using IT | Not applicable at level 1 | <i>Covered in support notes</i> |
| How to start up a computer | How to choose and use appropriate tools and functions for simple tasks | Health and Safety risks to others from common hardware | | <i>Required in assessment evidence</i> |
| How to use common types of hardware | | What health and Safety laws and guidelines affect the use of IT | | <i>Covered in support notes</i> |

Skills and Techniques for Operate a Computer and how they are covered in the Digital Computing Unit:

| Setting up computer hardware and storage media | Accessing files, networks and network software | Using tools and techniques of different types of software | Using different storage media to save and transfer data, Installing and Customising | Digital Computing Unit |
|--------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------|
| Turning on and using a personal computer and printer | Accessing files on a computer hard drive or local storage media | Using basic tools and techniques such as open, close, save and print files in folders | Not applicable at level 1. | Required in assessment evidence |
| Changing basic settings such as sound, volume, date and time | | | | Not covered |

Area of Competence in Use IT Software — Word Processing

For the **Area of Competence in Use IT Software — Word Processing** a level 1 candidate should demonstrate that they can use word processing software to produce appropriate simple documents..

Knowledge and Understanding for Word Processing and it is covered in the Digital Computing Unit:

| Produce information | Word Processing documents | Digital Computing Unit |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Know who and what the information is for and where it will be used (eg On screen or hard copy) and when it is needed | How to produce simple word processing documents that are accurate and well laid out. Simple documents will have structure and style that is often used. Producing them may involve using a template or working from an existing example. | Covered in Support notes and partially required in assessment evidence (use software to edit an existing file) |

Skills and Techniques for Word Processing and how they are covered in the Digital Computing Unit:

| Handling files | Combining information | Editing text | Checking text | Digital Computing Unit |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Using basic file handling techniques for the software such as create, open save(as) and print | Use basic techniques to combine information such as insert, size and position | Using basic editing techniques appropriately such as insert, delete, cut, copy, paste drag and drop and find and replace. | Using spell check, grammar check and word count to check the accuracy of simple text. | Covered in Support notes and partially required in assessment evidence (use software to create and edit a file) |

NOTE: Improving efficiency was not applicable at level 1 and formatting text and layout out text were not covered in sufficient depth in either the support note or required as part of the assessment evidence.

Area of Competence in Use IT Software — Spreadsheets

For the *Area of Competence in Use IT Software — Spreadsheets* at level 1 a candidate should demonstrate that they can enter data into cells and use spreadsheet software to produce appropriate simple spreadsheet documents.

Knowledge and Understanding for Spreadsheets and how it is covered in the Digital Computing Unit and the Digital Numeracy Unit:

| Produce information | Spreadsheets | Analyse and Interpret | Digital Computing Unit | Digital Numeracy Unit |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it will be used | How to produce simple spreadsheets that are accurate and well laid out | What methods can be used for simple data | <i>Covered in Support notes and partially required in assessment evidence (use software to create and edit a file)</i> | <i>Covered in Support notes</i> |
| | Simple documents will have structure that is simple. Producing them may involve entering data into an existing spreadsheet or working from an existing example | | <i>Covered in Support notes and partially required in assessment evidence (use software to create and edit a file)</i> | <i>Covered in Support notes</i> |

Skills and Techniques for Spreadsheets and how they are covered in the Digital Computing Unit and the Digital Numeracy Unit:

| Handling files | Entering and editing spreadsheet data | Checking spreadsheets | Functions and formulae | Presenting spreadsheets | Digital Computing Unit | Digital Numeracy Unit |
|-----------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use basic file handling techniques such as create, open, save(as) and print | Insert data into single cells | Check in figures entered in a simple spreadsheet are correct | Use appropriate functions and formulas such as sum operators and fractions | Use appropriate methods to present simple data, such as tables, bar graphs, pie charts and lists | <i>Covered in Support notes and partially required in assessment evidence (use software to create and edit a file)</i> | <i>Covered in Support notes and required in assessment evidence (perform simple calculations and present simple information in the form of tables, graphs or charts)</i> |

| Handling files | Entering and editing spreadsheet data | Checking spreadsheets | Functions and formulae | Presenting spreadsheets | Digital Computing Unit | Digital Numeracy Unit |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|-------------------------|-------------------------------------------|-------------------------------------------|
| | Use basic editing techniques appropriately in simple spreadsheets such as: add and delete rows and columns, cut copy, paste, drag and drop and find and replace | | | | <i>Partially covered in Support notes</i> | <i>Partially covered in Support notes</i> |

NOTE: Improving efficiency was not applicable at level 1 and Combining information, Formatting, Analysing and Interpreting were not covered in sufficient depth in either the support notes or required as part of the assessment evidence.

The candidate is allowed to choose the software to use for supplied files, and is more likely to choose the above two software applications for the main Evidence Requirements. However the candidate might also choose to use Artwork and Imaging software and/or Presentation software to experiment using different types of software. The requirements at level 1 in these applications may not be covered in sufficient depth to allow the candidate to demonstrate knowledge understanding and skills and techniques.

More importantly the candidate is able to demonstrate some skills at level 1 for Making Selective Use of IT, because of the freedom the candidate has to choose appropriate software. See how this might be achieved in the following table.

Area of Competence in Purposes of IT — Make Selective Use of IT

For the *Area of Competence in Purposes of IT — Make Selective Use of IT* at level 1 a candidate should demonstrate that they can work out how to use IT for simple tasks (eg producing a letter, creating a slide for a presentation, recording spending, keeping addresses, sending a message or drawing boxes and arrows to highlight information).

Knowledge and Understanding to Make Selective Use of IT and how it is covered in the Digital Computing Unit and the Digital Communication Methods Unit:

| Purposes | Produce Information | Terms for IT | Digital Communication Methods | Digital Computing |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Why the IT system and software was appropriate for the task | Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it will be used | When and how to use the correct terms for IT (eg types of hardware being used and basic tools and techniques in software being used | <i>Covered in support notes (but not in great depth) and in assessment Evidence Requirements.</i> | <i>Covered in support notes - but not in great depth.</i> |

Skills and Techniques to Make Selective Use of IT and how it is covered in the Digital Computing Unit and the Digital Communication Methods Unit:

| Explaining use of (IT) | Finding and Evaluating | Organising | Reviewing | Digital Communication Methods | Digital Computing Unit |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Describing what you are doing | Choosing the source that is most likely to find the information needed | Choosing and using an appropriate format for organising information when carrying out tasks | Identifying the effects of their own mistakes have on other people at work, with help and advice from other people | <i>Covered in support notes and in assessment Evidence Requirements.</i> | <i>Covered in Support notes and in Outcome 3 (problem solving) assessment evidence.</i> |
| Giving simple reasons for choosing software tools and techniques that match tasks and uses | Locating information from various sources | | | <i>Covered in support notes and in assessment Evidence Requirements.</i> | <i>Covered in Support notes and in Outcome 3 (problem solving) assessment evidence.</i> |

| Explaining use of (IT) | Finding and Evaluating | Organising | Reviewing | Digital Communication Methods | Digital Computing Unit |
|-------------------------------|-----------------------------------------------------|-------------------|------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | Choosing information appropriate for what is needed | | | <i>Covered in support notes and in assessment Evidence Requirements.</i> | <i>Covered in Support notes and in Outcome 3 (problem solving) assessment evidence.</i> |