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

F9D0 04: Spreadsheet Software 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Use a spreadsheet to enter, edit and organise numerical and other data.	1 **Enter and edit** numerical and other data accurately. 2 **Store and retrieve** spreadsheet files effectively, in line with local guidelines and conventions where available.	1 Identify what **numerical and other information** is needed and how the spreadsheet should be **structured** to meet needs.
2 Use appropriate formulas and tools to summarise and display spreadsheet information.	1 Use **functions and formulas** to meet calculation requirements. 2 Use spreadsheet tools and techniques to **summarise and display** information.	2 Identify how to **summarise and display** the required information.
3 Select and use appropriate tools and techniques to present spreadsheet information effectively.	1 Select and use appropriate tools and techniques to **format spreadsheet cells, rows and columns.** 2 Select and use appropriate tools and techniques to generate, develop and **format charts and graphs.** 3 Select and use appropriate **page layout** to present and print spreadsheet information. 4 **Check information** meets needs, using spreadsheet tools and making corrections as necessary.	3 Identify which chart or graph type to use to display information.

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 SS: Spreadsheet software 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 a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from others.

Spreadsheet software tools and techniques will be defined as 'basic' (foundation level) because:

♦ the range of data entry, manipulation, formatting and outputting techniques are straightforward
♦ the tools, formulas and functions involved will be predetermined or commonly used (for example, sum, divide, multiply, take away and fractions)
♦ the structure and functionality of the spreadsheet will be predetermined or familiar

Examples of context: Typical examples may include — a duty rota for staff or a work sheet for keeping track of expenses.

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

Numerical and other information: Numbers, charts, graphs, text.

Spreadsheet structure: Spreadsheet components (eg cells, rows, columns, tabs, pages, charts) and their layout.

Enter and edit: Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns.

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

Outcome 2

Summarise and interpret: Totals and summary information; sorting and display order; lists, tables, graphs and charts. Judgment of when and how to use these methods.

Functions and formulas: Simple arithmetic formulas (add, subtract, multiply, divide), common functions (eg Sum, Average, Round). Design of formulas to meet calculation requirements.

Outcome 3

Format cells: Numbers, currency, percentages, number of decimal places, font and alignment, borders and shading.

Format rows and columns: Height, width, borders and shading.

Format charts and graphs: Chart type (eg pie chart, bar chart, single line graph), title, axis titles, legend.

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

Check spreadsheet information: Accuracy of numbers, formulas and any text; accuracy of results; suitability of charts and graphs.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1–3

Typical examples may include a duty rota for staff or a work sheet for keeping track of expenses. A spreadsheet to record 'tea money', ie staff payments and expenditures for tea breaks in a small office.

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**