



**INFORMATION AND
COMMUNICATION TECHNOLOGY**
SCQF Level 5
40 Hour Unit (F3GC 11)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using information and communication technology (ICT) independently, effectively, and responsibly to access, process, and present information within a range of tasks.

What should I know or be able to do before I start?

You may either have achieved the Core Skills Unit Information and Communication Technology at SCQF level 4 or be able to show that you have similar experience of accessing, processing, and presenting information, for example using word-processing, spreadsheet, or presentation software; carrying out information searches.

What do I need to do?

You will:

- ◆ select and start up application software (for example, word processing, spreadsheet, database, media packages) that is suitable for the activity
- ◆ use on-screen help to assist you
- ◆ enter and edit data using appropriate applications software
- ◆ locate and integrate information from a range of local or remote data sources (for example, the internet, CD-ROM, intranet, your own computer)
- ◆ apply a search strategy to find information (for example, choice of sources, order of searching, choice of keywords)
- ◆ evaluate the information found against a set of criteria you select (for example, for currency, level of difficulty, reliability, bias, relevance, appropriateness of format)
- ◆ evaluate the search strategy (for example, did it produce information that matched your chosen criteria, was it effective in terms of time and cost, did it successfully filter out irrelevant information?)
- ◆ present the information in an appropriate mode (for example, display on screen, print out, play an audio file)
- ◆ keep data secure (for example, keeping your own login and password secure, virus protection, backing up data)

Your tutor will offer you time to practise your skills.

How do I get this Unit?

You will need to show that you have all the skills in the Unit.

You will carry out information communication technology activities that involve accessing, processing, and presenting information. Your tutor may watch you and ask questions, and make notes or a recording of what you are doing or saying. You can produce hard copy or save information on your hard drive or external storage device. You will be able to use these as evidence.

What might this involve?

Here are examples of some things you might do:

- ◆ use a database and create multiple filters to select information for use in a community mail-shot
- ◆ search websites for mobile phone tariffs for users with differing requirements and usage levels, and present a word-processed report on your findings
- ◆ prepare a presentation on healthy eating options for fellow students, using appropriate software
- ◆ use your company's intranet to research current procedures and practices on equal opportunities

What can I do next?

You could move on to the Information and Communication Technology Unit at SCQF level 6. You could think about doing other Core Skill Units in:

- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving
- ◆ Working with Others

Your tutor can advise you about this.

Guidance for tutors

At SCQF level 5 learners are expected to be able to work with a computer system to carry out more complex processing activities. Learners are expected to work independently, seeking assistance only when necessary. You should try to identify naturally occurring opportunities for assessment where possible. Learners can use commercial packages or bespoke application software.

Processing and presenting information using ICT

Learners must show proficiency in the use of at least one type of software application. The application should be chosen for its relevance to learners' personal, workplace, social, or educational situations.

Learners must work to a reasonable timescale, accurately, and with results meeting the desired purpose effectively. In addition, learners are expected to work effectively, independently, and responsibly.

Accessing information using ICT

Learners can use either local or remote sources. The data sources should require several straightforward choices, or have a less obvious structure, or more complex inter-relationships. .

The resulting information should be presented by learners in the appropriate manner, for example displayed on screen or played as an audio file.

Further guidance is available in the accompanying Assessment Support Pack.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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.

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 5



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