F9A0 04 (ESKINT2): Using the Internet 2

4 SCQF credit points at SCQF level 5

Description: This is the ability to set up and use appropriate connection methods to access the internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Connect to the internet.	1 Get online with an internet connection. 2 Use help facilities to solve internet connection problems.	1 Identify different types of **connection methods** that can be used to access the internet. 2 Identify the **benefits and drawbacks of the connection method** used.
2 Use browser software to navigate web pages effectively.	1 Select and use **browser tools to** navigate web pages. 2 Adjust **browser settings** to optimise performance and meet needs.	1 Identify when to change settings to aid navigation. 2 Identify ways to **improve the performance** of a browser.
3 Use browser tools to search for information from the internet.	1 Select and use appropriate **search techniques** to locate information efficiently. 2 Manage and use **references** to make it easier to find information another time. 3 **Download,** organise and store different types of information from the internet.	1 Describe how well **information meets requirements**.
4 Use browser software to communicate information online.	1 Select and use appropriate tools and techniques to **communicate information** online. 2 Use browser tools to **share information sources** with others. 3 Submit information online.	1 Identify opportunities to create, post or publish material to websites.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
5 Understand the need for safety and security practices when working online.	1 Work responsibly and take appropriate safety and security precautions when working online. 2 Manage **personal access** to online sources securely. 3 Apply **laws, guidelines and procedures** for safe and secure Internet use.	1 Describe the threats to system performance when working online. 2 Describe the **threats to information security** when working online. 3 Describe the **threats to user safety** when working online. 4 Describe how to **minimise internet security risks**. 5 Explain the importance of the relevant laws affecting internet users.

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.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) INT: Using the Internet level 2. It has a stated number of SCQF credit points = 4 at SCQF level 5.

Support Notes

Summary

A SCQF level 5 (ITQ level 2) user can understand and make effective use of a connection method and intermediate internet software tools and techniques to search for and exchange information for at times non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques will be defined as 'intermediate' because:

♦ the software tools and functions will be at times non-routine or unfamiliar
♦ the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar

An activity will typically be 'non-routine or unfamiliar' because:

♦ the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned
♦ the user will take some responsibility for the selecting how to search for and exchange the information

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

♦ customising a browser to alter the homepage and display data feeds from selected news sites

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

Connection methods: LAN, VPN, modem, router, wireless, dial-up, broadband; *cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology; intranet server (eg via parallel, serial or USB connections).*

Benefits and drawbacks of connection methods: Speed, stability, services offered by ISP, accessibility.

Outcome 2

Browser tools: Enter, back, forward, refresh, stop, history, bookmark, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL, save web address.

Browser settings: Homepage, autofill, cookies, security, pop-ups, appearance, privacy, search engine, zoom, *personalisation, accessibility; software updates, temporary file storage.*

Browser performance: Delete cache, delete temporary files, work offline, save websites.

Outcome 3

Search techniques: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query*; choice of search engine, multiple search criteria, logical operators, wild cards.*

Information requirements: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail, sufficiency, synthesise information from a variety of sources.

References: History, favourites, bookmarks; links, log useful sites*, RSS, data feeds, saved search results.*

Download information: Webpage, website; Images, text, numbers, sound, games, video, TV, music.

Outcome 4

Communicate information: Saved information (pod-casts, text, images), real time information (blogs, instant messaging), *file transfer protocol [FTP], hypertext transmission protocol [http]; VOIP.*

Share information sources: Send link, send webpage, reference lists.

Submit information: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette.

Outcome 5

Threats to system performance: Unwanted e-mail (often referred to as 'spam'), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes.

Safety precautions: Firewall settings, internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information, *carry out security checks, proxy servers.*

Threats to information security: Malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft.

Information security: Username and password/PIN selection *and management*, *password strength*, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information, withhold personal information.

Threats to user safety: Abusive behaviour ('cyber bullying'), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception, identity theft.

Minimise risk: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution, *internet settings, block sites, parental controls.*

Laws, guidelines and procedures: Set by employer or organisation relating to health and safety, security; *equal opportunities, disability.* Laws: relating to copyright, software download and licensing, *digital rights.*

Guidance on examples of evidence

Typical examples of evidence for Outcome 1

Assessor checklist which demonstrates candidate competence in connecting to the Internet. Candidate checklist, which records activities and tasks. Extended response questions which test knowledge of connection methods, with their benefits and drawbacks. Demonstration of the above points using an assessor checklist. Candidate product evidence.

Typical examples of evidence for Outcome 2

Assessor checklist which records candidate competence in browser navigation, setup and performance optimisation.

Typical examples of evidence for Outcome 3

Assessor checklist which records successful candidate information location using an appropriate search strategy. Candidate product evidence to demonstrate that information found meets user requirements.

Typical examples of evidence for Outcome 4

Assessor checklist which demonstrates candidate competence in communicating on line — downloading and uploading. Candidate product evidence supporting communication activities — hard copy or electronic.

Typical examples of evidence for Outcome 5

Candidate statement or report which addresses safety and security practices for on line use. Threats to system performance and information security may be evidenced by a candidate statement. Knowledge test using multiple-choice questions to measure competence of items the content section.

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**

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Candidate Recording Form

Unit title	Using the Internet 2																				
		Outcome 1				Outcome 2				Outcome 3				Outcome 4				Outcome 5			
		S & T		K & U		S & T		K & U		S & T			K & U	S & T			K & U	S & T			K & U			
Ref	Description of Evidence	1	2	1	2	1	2	1	2	1	2	3	1	1	2	3	1	1	2	3	1	2	3	4	5

Comments

Statement of competence

I confirm that all evidence (including Knowledge and Understanding), for the entire Unit has been met:

Candidate's signature _____ **Date** _____

Internal Verifier's signature _____ **Date** _____

Assessor's signature _____ **Date** _____ **Date sampled (by IV)** _____