

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

## F9AT 04: Specialist Software 1

### 2 SCQF credit points at SCQF level 4

**Description:** This is the ability to select and use a suitable specialist software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Examples of specialist software include:

- ◆ logistics planning applications
- ◆ computer aided design (CAD) applications
- ◆ computer animation applications
- ◆ music composition and editing applications

Outcome	Skills and Techniques	Knowledge and Understanding
<b>On completion of this Unit the candidate should be able to:</b>		
1. Input, organise and combine information using specialist software.	<ol style="list-style-type: none"><li>1. <b>Input relevant information</b> accurately into existing templates and/or files so that it is ready for processing.</li><li>2. Organise and <b>combine information</b> of different forms or from different sources.</li><li>3. Follow local and/or legal <b>guidelines for the storage and use of data</b> where available.</li><li>4. Respond appropriately to data entry error message.</li></ol>	
2. Use tools and techniques to edit, process, format and present information.	<ol style="list-style-type: none"><li>1. Use appropriate tools and techniques to <b>edit, process or format</b> information.</li><li>2. <b>Check information</b> meets needs, using IT tools and making corrections as necessary.</li><li>3. Use appropriate <b>presentation methods</b> and accepted layouts.</li></ol>	

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) BS: Bespoke or Specialist 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 use basic specialist software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

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

- ◆ the software tools and functions involved will be pre-defined or commonly used
- ◆ the range of inputting, manipulation and outputting techniques are straightforward or routine
- ◆ the data type and structure will be predetermined or familiar

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

**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

**Types of specialist information:** Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.

**Inputting 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 web cam, video camera, mobile phone camera).

**Combining information techniques:** Insert, size, position, wrap, order, group.

**Guidelines for the storage and use of data:** Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements. File management will vary according to the application.

## **Outcome 2**

**Editing, analysis and formatting techniques:** Techniques will vary according to the software and task, for example:

- ◆ Editing: select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch.
- ◆ Process: sort, pre-set queries, simple operator formulas, charts and graphs.
- ◆ Formatting: characters, lines, paragraphs, pages, file type.

**Check information:** Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labeling and size of images, volume of sound.

**Presentation methods:** Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding.

## **Guidance on examples of evidence**

### **Typical examples of evidence for Outcome 1**

Demonstrate or provide screen shots of activities undertaken and/or provide hard copy (product evidence) of documents constructed using specialist software. Candidate statements and/or witness testimony may be provided to demonstrate underpinning knowledge of the Skills and Techniques stated.

### **Typical examples of evidence for Outcome 2**

Demonstrate or provide screen shots of activities undertaken and/or provide hard copy (product evidence) of documents constructed using specialist software.

### **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](http://www.sqa.org.uk/assessmentarrangements)