

F99W 04 (ESKICF:FS1): IT Communication Fundamentals 1

2 SCQF credit points at SCQF level 4

Description: This is the ability to access, search for and retrieve information using browser software from the internet and/or intranets and exchange information using e-mail or IT-based communication systems.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Use a variety of sources of information to meet needs.	1 Use appropriate sources of IT-based and other forms of information to meet needs. 2 Recognise copyright constraints on the use of information.	1 Identify different features of information .
2 Access, search for, select and use internet-based information and assess its fitness for purpose.	1 Access, navigate and search internet sources of information purposefully and effectively. 2 Use appropriate search techniques to locate and select relevant information.	1 Outline how the information meets requirements and is fit for purpose.
3 Select and use IT to communicate and exchange information.	1 Create, access, read and respond appropriately to e-mail and other IT-based communication . 2 Use IT tools to maintain an address book and schedule activities .	

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 ICF: FS: IT Communication Fundamentals 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 appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'straightforward or routine' because:

- ◆ the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure)
- ◆ the input and output of information will be predetermined by the person supervising the task
- ◆ the techniques used will be familiar or commonly undertaken

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

- ◆ finding the details of a journey, including the best match of convenience, speed and cost
- ◆ gathering and evaluating information about competing products or services
- ◆ using e-mail to arrange time and place of a meeting and agree agenda

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

Sources of information: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, and web based reference sites.

Features of information: Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories.

Copyright constraints: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions.

Outcome 2

Access, navigate and search: Enter a web address, use a search engine, browse, save and use bookmarks.

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.

Evaluate information: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail.

Typical examples of evidence for Outcome 3

E-mail and other IT-based communications: Open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web conferences, web logs or web based reference sites.

Address book: Add, amend and delete contact entries, contacts list.

Schedule activities: Task list; calendar; send and respond to meeting invitations.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1 and 2

Carry out a project involving arranging a journey for a colleague. This could involve finding the best match of convenience, speed and cost; gathering and evaluating information about competing products or services; using e-mail to arrange time and place of a meeting and agree agenda.

This should be supplemented by screen dumps and witness testimony or personal statement.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of a multiple-choice question paper (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

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)** _____