

Make Selective Use of IT Level 2 (UV25)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

The evidence for this unit has to come from your work, however, if you have used work based evidence for some of your optional units, then you should be able to cross-reference for this mandatory evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- the working out of how to use IT for simple tasks (eg producing a letter, making a slide for a presentation, recording spending, keeping addresses, sending a message or drawing boxes and arrows to highlight information).

What proof you need

You will need to produce at least **three straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks must:

- be fully supported by evidence which has come from your job in the workplace
- demonstrate skills and techniques from at least two of the optional units you have chosen

Simulation is not allowed for this unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- This unit is suitable for you if your work involves the working out of how to use IT for complex tasks (eg working out a monthly budget, creating a presentation with a sound track, editing a photo for a brochure or planning multiple web pages for a web site).

What proof you need

You will need to produce at least **four comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks must:

- be fully supported by evidence which has come from your job in the workplace
- demonstrate skills and techniques from at least two of the optional units you have chosen.

Simulation is not allowed for this unit.

These tasks must show that you have done and know everything from the level 2 checklist.

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- You are likely to be in a role which involves the working out of how to use IT for technically complex tasks (eg creating an illustrated newsletter, doing a cost benefit analysis, reporting the results of a survey about clients needs and preferences or creating an interactive web site).

WHAT PROOF YOU NEED

You will need to produce at least **five substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks must:

- be fully supported by evidence which has come from your job in the workplace
- demonstrate skills and techniques from at least two of the optional units you have chosen.

Simulation is not allowed for this unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

Create a short piece of promotional material *in the medium and design of your choice* which informs an audience of *either* staff members *or* students about:

Your specific role within your organisation, including the primary skills and support you offer

Or

The primary skills and support your department/team provides your organisation

Or

A specific service, event, or project.

Evidence

Design notes

Completed resource

Completed project questions

Design notes

Concise design notes should be included in your portfolio. These should illustrate the planning process – the content (ideas and or text), and how and where this content is going to be in the finished resource. You should create the design notes using a storyboard, chart or visual plan (for example, using auto shapes in word, or mind mapping software).

Completed resource

As a guide, if using the listed medium, the completed project should be no more than:

Presentation slides – between 4 and 5

Web pages – between 2 and 3

Newsletter – between 2 and 3 pages

You must incorporate at least one relevant multimedia element (images or sound effects/voice track) into your completed resource, and at least one hyperlink to a relevant site or document.

Project questions

1. Are your materials aimed at staff members or students? How does your choice of medium (PowerPoint, web pages etc) maximise the potential impact of the materials on your intended audience? How has the design of the project taken into account accessibility issues?
2. What technical problems or difficulties arose during the design and the creation of the resource? How were these resolved?
3. Present your resource to colleagues and encourage them to critically evaluate it. Briefly explain how any comments you received would change the way you designed or created the resource.

Create a resource of your choice for a set of potential new students introducing them to yourself and what you do on their course. You will want to make it as interesting and varied as you can so that you entice them on to your program. Produce an initial hand drawn design to work from.

Any program may be used for this such as PowerPoint, FrontPage, Publisher or Word. Justify your decision to use the program you chose. Include in your write up any research you have used for the resources, such as web site addresses.

Critically Evaluate the piece of work that you have produced and consider how you may have done it better perhaps using a different program

MAKE SELECTIVE USE OF IT LEVEL 2

The following table shows some examples of the quantities and content of tasks that could be acceptable as evidence for assessment.

	Internet and intranets	E-mail	Word Processing Software	Spreadsheet Software	Database Software	Artwork & Imaging Software	Website Software	Presentation Software	Specialist or Bespoke Software
Typical task size	Download and organise information, web pages, .pdf files, etc following a theme	One page of email plus an attachment, plus some organisation of recipients and folders	Two pages of A4 text	Two A4 pages of data	Date array covering two A4 pages	Two A4 sheets including two self-produced images and explanatory text	2 linked web pages of A4 length each with related, detailed information	A presentation of about ten slides to include at least two self-produced animations	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria
Skills and Techniques									
Explaining (Use of IT)	Explain differences between Internet and intranet	Explain different formats, suitability, secure forms, etc	Explain main features and contrast with alternatives	Explain main features and contrast with alternatives	Explain main features and contrast with alternatives	Explain the features that distinguish this software from non-specialist software (e.g: WP)	Explain the features of the software that allow web pages to be produced in a given format	Explain the features of the presentation software that make it more suited to the task than alternatives such as word processing or image and animation software	Categorise software to nearest equivalent (WP, DB etc.) and use corresponding criteria

	Internet and intranets	E-mail	Word Processing Software	Spreadsheet Software	Database Software	Artwork & Imaging Software	Website Software	Presentation Software	Specialist or Bespoke Software
Finding and evaluating	Search for information with a given theme and with a minimum amount of detail. Evaluate the results and discard unwanted results	Search for emails with common themes, recipients, senders, etc in current folders and archives	Use text search facility to locate information in a large text document	Search for cells and groups of cells containing data of a particular type or within a given range	Multiple criteria data search	Use search facilities to locate suitable image files for a given task. Evaluate for quality, format etc.	Use search facilities to locate suitable content for the web pages (i.e. information, graphics, animations, etc.)	Use search facilities to locate suitable content for the presentation (i.e. information, graphics, animations, etc)	Categorise software to nearest equivalent (WP, DB etc.) and use corresponding criteria
Organising	Select and organise bookmarked pages into themed groups. Set browser displays to cater for different needs such as high contrast or large print	Arrange emails into themed groups. Arrange address book entries, create groups of recipients and organise multiple email accounts	Produce a letter, information sheet, etc. and present it in a non routine format for a specific audience, e.g. high contrast or large print	Enter data and present it in suitable format	Format fields and enter data in an organised fashion	Create documents containing artwork and other images that are ordered and formatted correctly.	Create web pages that function correctly, are simple to use and easy to read (e.g. appropriate font, contrast, etc.)	Create a presentation so that the slides are in the correct order, animations function correctly, it can be controlled by the user and is easy to find.	Categorise software to nearest equivalent (WP, DB etc.) and use corresponding criteria
Reviewing	Use individual software as a context within which to conduct reviews of use of IT.								

MAKE SELECTIVE USE OF IT LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Explain which software tools and techniques were chosen and how effectively they were used for particular tasks and uses.	<input type="checkbox"/>
2 Choose and use appropriate methods of searching for relevant information.	<input type="checkbox"/>
3 Review sources and information to help choose what is most relevant, and to decide when enough has been found.	<input type="checkbox"/>
4 Use a variety of IT software tools and techniques to structure information to suit complex tasks and audience needs. <ul style="list-style-type: none"> • For example: using large print for partially sighted readers 	<input type="checkbox"/>
5 Evaluate own strengths and weaknesses in using IT.	<input type="checkbox"/>
6 Take account of feedback from other people about own use of IT.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Why and how using the IT system and software was an appropriate way of carrying out the task.	<input type="checkbox"/>
B How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
C What and how to use a wide range of correct terms for hardware and software, such as “web-cam” and “netiquette”.	<input type="checkbox"/>

Word Processing Software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

This is a software application designed for the creation, edit and production of documents and text ((eg producing, letters, envelopes, memos, simple reports, faxes, CVs, agendas, minutes).

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- Producing simple documents

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Using a wide range of tools and techniques to produce professional looking documents.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

customising and automating tools and techniques to produce complex documents

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

- Produce an up-to-date CV and covering letter in application of your current post. Annotate with any editing or formatting commands that were used to create the documents.
- Create a 2 page document that promotes or conveys information about an aspect of your post, department or institution. This document must include pictures or images (any format), and/or a graph, and/or tables.
- Produce a newsletter, using column text formatting and graphic elements.
- Create a one-page drag and drop quiz **or** create a one page interactive cloze quiz.
- Create a template for a work or study based time-table or schedule **or** create a template for a certificate of achievement, utilising your institutions logo and visual identity.
- Produce handouts
- Produce teaching notes
- Set up a Scheme of Work
- Produce lesson plans
- Produce assignment briefs
- Produce mail merged letters/reports

Documents at L2 would include:

- Use of suitable filename, shown as field in footer
- Using information from another WP doc
- Using Information from another type of Software
- Sized appropriately using auto sizing
- Use of auto shapes, customised bullets etc
- Use of logos, tabs, styles templates as appropriate

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

WORD PROCESSING SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Link information within the same type of software.	<input type="checkbox"/>
3 Add information from one type of software to information produced using different software. <ul style="list-style-type: none"> For example: a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website. 	<input type="checkbox"/>
4 Use a wide range of editing techniques appropriately. <ul style="list-style-type: none"> For example: size and sort, inserting special characters and symbols, and mail merge. 	<input type="checkbox"/>
5 Format information in line with an organisational house style.	<input type="checkbox"/>
6 Format word processing documents to make them look professional, using a wide range of tools and techniques for: tabs, columns, styles, pages and files. <ul style="list-style-type: none"> For example: columns – adding columns to whole document and part of a page; styles – apply an existing style to a word, line or paragraph; pages – headers and footers, inserting page breaks, and files – change format of word processing documents to RTF or HTML. 	<input type="checkbox"/>
7 Use appropriate tools and techniques for creating, editing and formatting professional looking tables. <p>For example: insert tables, create, add and delete columns, modify column width and row height, add borders and shading.</p>	<input type="checkbox"/>
8 Select, change and use appropriate templates.	<input type="checkbox"/>
9 Use proof reading techniques to check that text looks professional.	<input type="checkbox"/>
10 Check line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.	<input type="checkbox"/>
11 Set up short cuts.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
B How to produce professional looking word processing documents for a wide variety of uses. Professional looking documents are well structured and appropriately styled so that they communicate effectively.	<input type="checkbox"/>

ITQ Evidence Overview Sheet

WORD PROCESSING SOFTWARE LEVEL 2

Evidence Reference	Evidence Title	Assessment method	Skills and techniques											Knowledge and Understanding		
			1	2	3	4	5	6	7	8	9	10	11	A	B	

Assessment method key: O = Observation of candidate; EP = Examination of product; EWT = Examination of witness testimony; ECH = Examination of case history; EPS = examination of personal statement; EWA = Examination of written answers to questions; QC = Questioning of candidate; QW = questioning of witness; PD = Professional discussion.

I confirm that the evidence provided is a result of my own work. Signature of candidate: _____ Date: _____

I confirm that the candidate has demonstrated competence by satisfying all of the requirements of national standard of work and scope for this unit.

Signature of Assessor; _____ Name (in block capitals): _____ Date: _____

Countersignature of qualified assessor (if required) and date: _____ Name (in block capitals): _____

IV Initials (if sampled) and date: _____

Countersignature of qualified IV (if required) and date: _____

Spreadsheet software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

This is the ability to use a software application designed to record data in rows and columns, and perform calculations with numerical data (eg Microsoft Excel, Sun Office Star, Lotus 1-2-3, Apple Works or similar packages). A spreadsheet can be used for different tasks, such as budgeting, producing tables, calculating house-hold bills or producing graphs.

This unit is suitable for you if your work involves the entering of data into cells; using simple formulae and functions (eg sum, divide, multiply, take away and fractions); and simple tools to edit, sort, present and check spreadsheets

Some Suggestions...

- a duty rota for staff
- tracking student marks or attendance,
- timetables,
- tracking exam entry
- a work sheet for keeping track of expenses,
- an yearly assignment planner.
- survey results

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- entering data into cells;
- using simple formulae and functions (eg sum, divide, multiply, take away and fractions); and
- simple tools to edit, sort, present and check spreadsheets

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- the use of complex formulae and functions (eg mathematical, statistical and financial) and tools (eg monthly expenditure and sales figures, cash flow forecasts and graphs of results).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- This unit is suitable for you if your work involves the production of spreadsheets for analysing and interpreting complex data (eg a cost benefit analysis, budgets and annual accounts).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

Create a 10 question multiple-choice quiz using spreadsheet software (e.g. Microsoft Excel), presenting the selectable answers (four per question) in drop-down boxes. Your quiz should be attractive and user friendly. Secure the spreadsheet so that it cannot be reedited. Include a 'calculate now' button so that users can see their total score as a percentage. Collate the results into a graph.

Either:

Title the exercise **Multiple-choice quizzes in (name of spreadsheet software)**. The questions should test users knowledge on building multiple-choice quizzes using the specified spreadsheet software.

Or:

The questions should test knowledge on an area of relevance to your job role/department. For example, plagiarism, citation, copyright, using a specific technology or piece of software, disability awareness or legislation.

Evidence

Quiz design notes

Quiz

Design notes

Concise design notes should be included in your portfolio. These should illustrate the planning process – the content (ideas and or text), and how and where this content is going to be in the finished resource. You can produce design notes *either* in the form of a text document *or* using a storyboard, chart or visual plan (for example, using auto shapes in word, or mind mapping software).

Using a spreadsheet program, produce a user-friendly spreadsheet to record tracking of student's assessments and monitoring directed study results. Your spreadsheet should be formatted to look professional and make use of some complex formulas. Formulas could be used to automatically produce grades for students and also make use of charts and graphs to present data in a graphical format.

Produce a printout of your spreadsheet and save it to a suitable storage medium.

SPREADSHEET SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Link information within the same type of software.	<input type="checkbox"/>
3 Add information from one type of software to information produced using different software. <ul style="list-style-type: none"> • For example: a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website. 	<input type="checkbox"/>
4 Insert data into multiple cells at once.	<input type="checkbox"/>
5 Use a wide range of editing techniques appropriately in complex spreadsheets. <ul style="list-style-type: none"> • For example: use absolute and relative cell references, and add data and text to a chart, change the type of chart. 	<input type="checkbox"/>
6 Format complex spreadsheets using a range of appropriate tools and techniques for cells, charts and pages. <ul style="list-style-type: none"> • For example: cells – colour, shading and borders; charts – change chart type, move and resize chart; and pages – headers and footers, adjust page set up for printing. 	<input type="checkbox"/>
7 Check that page breaks fall in appropriate places and that the formatting is appropriate.	<input type="checkbox"/>
8 Check the accuracy of results and sort out errors in formulas.	<input type="checkbox"/>
9 Use appropriate functions and formulas in complex spreadsheets. <ul style="list-style-type: none"> • For example: mathematical, statistical, financial and relational 	<input type="checkbox"/>
10 Use appropriate tools and techniques for analysing complex data. <ul style="list-style-type: none"> • For example: filter 	<input type="checkbox"/>
11 Use appropriate methods to present complex data. <ul style="list-style-type: none"> • For example:) the range of graphs and charts provided by the software. 	<input type="checkbox"/>
12 Set up short cuts.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
B How to produce complex spreadsheets for a wide variety of uses. Complex spreadsheet documents will have structure that is familiar or often used.	<input type="checkbox"/>
C What methods are suitable for complex data.	<input type="checkbox"/>

Presentation software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

Presentation software is used to produce presentations, which include a combination of media (e.g. photos from digital cameras, animation and sound) for education, entertainment or information sharing.

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- Producing simple presentations (e.g. text-based or diagram-based slide shows and lecture notes).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Producing more complex presentations (e.g. slide shows with animation).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- producing technically complex presentations (e.g. including video and sound clips).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

Create a work based presentation (minimum of 5 slides).

Suggested projects

- A continuous play, Open Day presentation
- A team meeting presentation
- A user guide for students – accessible on-line

Your presentation must include:

- an organisational in-house style or consistent design
- a photograph or short video clip
- a table
- a spreadsheet graph or database
- drawn shapes or autoshape objects
- speaker notes
- animation (either objects or slides)

Record who your intended audience is and how you could adjust this presentation for use with a different audience. Make notes on other formats you know this presentation can be printed in which will be useful to your user group. Mention how you have addressed accessibility issues.

Evidence

- Completed presentation
- Printed speaker notes

For this task you are to produce a presentation in software such as Microsoft PowerPoint. The presentation should be a standalone piece of work to use as a revision tool for a particular set of students. Include scanned images and pictures where appropriate. Ensure that text is checked for accuracy and correctness and is neatly laid out and easy to read for people with poorer eyesight or colour deficiencies. Make use of hyperlinks or bookmarks to allow the students to jump to the area that interests them. The show should be a minimum of 10 pages.

Produce a print out of your slides in handouts printing 3 to a page. Annotate on the handouts any editing that you did while creating the slides
Save your files on to a disc

Evidence

Printed handouts
Disc holding presentation

PRESENTATION SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Link information within the same type of software.	<input type="checkbox"/>
3 Add information from one type of software to information produced using different software. For example: a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.	<input type="checkbox"/>
4 Use a wide range of editing techniques appropriately for complex presentations. For example: inserting objects and other resources, resizing images, and changing the position or orientation of other objects	<input type="checkbox"/>
5 Use proof reading techniques to check that text and images look professional.	<input type="checkbox"/>
6 Check text formatting techniques are used appropriately.	<input type="checkbox"/>
7 Check images and other objects are positioned and edited appropriately.	<input type="checkbox"/>
8 Format complex presentations using appropriate tools and techniques. For example: changing colour schemes for slides or using an organisational house style.	<input type="checkbox"/>
9 Choose an appropriate method and presentation style to suit audience needs.	<input type="checkbox"/>
10 Choose, use and adjust templates for presentations.	<input type="checkbox"/>
11 Save a presentation as a slide show.	<input type="checkbox"/>
12 Print speaker notes.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
B How to produce complex presentations for a wide variety of uses. Complex presentations consist of electronic slides that include animation. They are well structured and appropriately styled so that they communicate effectively.	<input type="checkbox"/>
C How to include still images (e.g. downloading photos from a digital camera) and other objects produced using different software.	<input type="checkbox"/>

E-mail Software Level 2 (UV 15)

(NB: cannot be used in conjunction with Use IT to exchange information module)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

E-mail Software gives the ability to send and receive messages. You are likely to be in a role which involves the use of basic e-mail software facilities (e.g. address books) to send e-mails to individuals, sending, receiving and opening attachments (e.g. digital pictures, word processing documents or spreadsheets).

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- using basic e-mail software facilities (e.g. address books) to send e-mails to individuals, sending, receiving and opening attachments (e.g. digital pictures, word processing documents or spreadsheets).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Using more advanced e-mail facilities (e.g. for setting up groups of e-mail addresses, adding a signature, using rtf or html to alter the design and format of e-mails and compressing attachments).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.
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In addition at ADVANCED LEVEL 3 your work is likely to involve:

Making the most of advanced e-mail facilities (eg for setting up automatic redirection or replies, using encryption and changing browser settings to deal with junk e-mail).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

- Create an address book for your colleagues entering at least 10 addresses. Produce a printout of it.
- 'Spring clean' your email account using folders, deletions and archiving.
- Explain how to spot spam and how to deal appropriately with suspect emails.
- Create the following example emails, including a signature file:
Hyper Text Mark-up Language (HTML), Rich Text Format (RTF), and plain text. In each case, include a description of the benefits and limitations of the format, and when using that format would be most appropriate.
- Use a calendar program to enter appointments for the month. Set some reminders to alert you an hour before the event. Produce a print out of that month only from the 1st to the end, by week.
- Create a resource for your students telling them how to send and receive mails, use screen shots from the program to illustrate it. Describe how to create a personal signature for the mail. Include how to change the style to Hypertext Markup Language (HTML), Rich Text Format (RTF), and Plain text. Highlight the advantages or limitations of each. Also include a warning about viruses and spam mail and how to deal with them.
- Use the three different methods to create emails (HTML, RTF and Plain text showing the different formatting that each has, print out each of the mails

Evidence

Four mini-instruction guides
Three sample emails

Completed resource

As a guide, the instruction guides should each be between 1 and 3 pages long. The sample emails should be no longer than 1 page.

Evidence

Print out of contacts list
Print out of calendar
Resource for using outlook
Print out of the mails

E-MAIL SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use advanced facilities. For example: add a signature or set the priority of messages	<input type="checkbox"/>
2 Send messages to groups of people using groups set up in an address book.	<input type="checkbox"/>
3 Send and receive instant messages with and without attachments.	<input type="checkbox"/>
4 Compress messages on sending and un-compress messages that have been received.	<input type="checkbox"/>
5 Archive e-mails where necessary. For example: by using folders and subfolders.	<input type="checkbox"/>
6 Set up groups for sending e-mails to.	<input type="checkbox"/>
7 Compress and de-compress e-mail attachments.	<input type="checkbox"/>
8 Change design and format of e-mails. For example: by using RTF, HTML and plain text.	<input type="checkbox"/>
9 Choose and use appropriate methods of exchanging information. For example: FTP or HTTP.	<input type="checkbox"/>
10 Use interactive sites.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to send e-mails to groups using a group list within an address book.	<input type="checkbox"/>
B How to archive and compress e-mails.	<input type="checkbox"/>
C What other resources may be provided by e-mail software and how to use them.	<input type="checkbox"/>
D What to do about e-mails intended to cause problems, such as SPAM or chain-mails.	<input type="checkbox"/>
E How to keep the difficulties of sending and receiving large e-mails to a minimum.	<input type="checkbox"/>
F What limits there may be to the number or size of e-mails that can be received and stored.	<input type="checkbox"/>
G How to avoid viruses.	<input type="checkbox"/>
H What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>

Operate a Computer Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- setting up and using an IT system safely (eg keyboard, mouse, screen and printer); and the use of common types of software for simple tasks (eg producing a letter or sending an e-mail).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- the setting up and use of a wide range of different types of hardware safely (eg lap top, PDA, external disc drive, digital camera, web cam or scanner), storage media (eg floppy disc, CD-ROM, DVD, local area network (LAN) or wide area network (WAN)); and using software for complex tasks (eg keeping a project budget, editing a photo for a brochure).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- the installation of upgrades to hardware, operating systems and software safely; and getting the best out of software for complex tasks.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Suggestions

You need to select one task from section one, *and* complete the section two task, **Introduction to storage media**.

Evidence for both tasks can be presented in any of the following ways, or in a combination of two of the options:

- Using text, screen shots and images, design a how-to resource in a printer friendly format (no more than 6 A4 pages) addressing one topic from each of the following sections.
- Using video, record yourself demonstrating the process/equipment.
- After demonstrating the process/equipment to an individual or group, you may submit expert witness testimony that supports your competence.

Whichever you select, you must include *or* demonstrate compatibility checklists and issues where appropriate. Be specific about the software programmes, makes and model of hardware, and the interface connections you use.

Section one:

How to set up an interactive whiteboard

Installing whiteboard software onto a computer (*or* explaining permissions issues and protocol for arranging this).

Connecting a projector, computer, whiteboard, and speakers.

Opening the whiteboard software.

Taking a screen shot and saving it to storage media.

Health and safety issues/considerations when using an interactive whiteboard

Basic maintenance.

Using a scanner and printer

Installing scanner software (*or* explaining permissions issues and protocol for arranging this).

Connecting a computer to a printer and a scanner.

Scanning an image, cropping it, and resizing it.

Saving the edited image in two different image file types.

Health and safety tips for using display screen equipment.

Setting up and using a web cam

Installing web cam software (*or* explaining permissions issues and protocol for arranging this)

Connecting a computer to the web cam, speaker and a microphone.

Using Video conferencing software (for example Microsoft Netmeeting) to communicate with someone in real time via the Internet.

Health and safety tips for using display screen equipment.

Using different types of computer

Within the context of teaching and learning, outline and explain the differences between, and the limitations and advantages of using a desktop computer, a laptop, a tablet, and a PDA.

You should highlight issues relating to local area network and internet access.

Section two:

Introduction to types of storage media

Describe the differences between and advantages of the following data storage media:

Floppy disk, CD (R and WR), DVD, flash memory devices, UBS storage devices, computer hard drive, Local Area Network and the Internet.

Include examples of when, and for what kind of data (for example, large multimedia files, word documents, zipped documents), the different storage media types are most appropriate to use.

Briefly outline data transmission speed differences and considerations in your comparison.

Either Describe any permissions issues that need consideration by users in your institution *or* outline virus/personal or network security issues. Briefly clarify copyright considerations for the copying of electronic media. Discuss why organising your system space with folders is important. - Zipping and unzipping large documents and collections of documents.

Another Suggestion

You have to train a new group of colleagues in how to use various resources that are available in your institution for use in the classroom. You need to do this so that once it's done it is a permanent resource that can be re-used as often as needed:

- Connect an electronic whiteboard to a laptop
- Use of [some] the electronic whiteboards facilities
- How to save to storage media – selection of your choice [CD/DVD drive, pen drive or external disc drive] creating folders for specific materials
- Connect a digital camera and download pictures from it and how to edit the pictures in the program of your choice
- Use a scanner and printer on the network
- How to log on the network and save to given area

OPERATE A COMPUTER LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Connect up a computer with other hardware and storage media safely.	<input type="checkbox"/>
2 Link a computer to other hardware safely.	<input type="checkbox"/>
3 Access files on a local area network (LAN) or a wide area network (WAN).	<input type="checkbox"/>
4 Use common storage media.	<input type="checkbox"/>
5 Identify the best way to transfer files to different types of storage media.	<input type="checkbox"/>
6 Archive data to make the most of the storage space available.	<input type="checkbox"/>
7 Use common tools and techniques appropriately. <ul style="list-style-type: none"> • For example: page set-up, short-cuts and print-preview 	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What most types of computer hardware are.	<input type="checkbox"/>
B What storage media are available, such as hard disc, floppy discs or CD ROMs.	<input type="checkbox"/>
C How to use most types of hardware and storage media.	<input type="checkbox"/>
D What most tools and functions of the software applications can be used for.	<input type="checkbox"/>
E How to select and use appropriate tools and functions for complex tasks.	<input type="checkbox"/>
F Ways to keep risks to people to a minimum.	<input type="checkbox"/>
G Ways to keep risks to hardware to a minimum.	<input type="checkbox"/>
H What problems can occur when hardware, software and operating systems are not compatible.	<input type="checkbox"/>
I Why compatibility standards are needed.	<input type="checkbox"/>
J What general combinations of hardware and software offer very slow or fast transmission speeds.	<input type="checkbox"/>

Internet and Intranets Level 2 (UV15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- knowing what connection methods can be used to access the Internet (eg by PC, modem, dial up connection and ISP or a mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology) or an intranet server (eg via parallel, serial or USB connections); knowledge about Internet security risks, laws and guidelines; and using basic browser facilities to search for, find and exchange useful information.

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Knowing about the benefits and drawbacks of different connection methods; understanding how to avoid Internet security risks; using and customising more advanced browser facilities and searching for, finding and evaluating information.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- knowing about how to help others understand laws and guidelines; and choosing suitable connection methods.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

You have a new group of students; most of them have never or rarely used the Internet before. You need them to be able to research topics for their course, but also want to make them aware of some of the problems/security risks on the Internet. Using your own subject area, produce a guide for them to use so that they can independently research the topic – include in this some specific sites that they can go to, and some search criteria that they can use to find information. Include how they can download information from sites in different formats.

Before they can go on to the Internet, they must be made aware of the IT policy for your institution. Summarise the major points of that policy for them at the beginning of your document.

So that searching can be made quicker for them explain in your guide how to set the home page to a search engine such as Google or Altavista first so that page loads up first each time.

The guide can be produced in the medium of your choice

Print the guide out for your evidence

Evidence

Internet Guide

Choosing one of the following tasks, design a guide in the format of your choice.

Evaluating information online

Produce a guide to searching the internet and evaluating sources for students or staff members or for a specific curriculum area. Include hyperlinked examples and a discussion of differences between the following:

- Browser software search facilities; search engines; meta search engines; subject directories; and specialised databases.

Give examples of their strengths and weaknesses and their appropriate use.

Include information on referencing online resources correctly.

Teaching and learning online

Produce a guide for staff members briefly outlining the benefits and limitations of creating online resources for students or for colleges.

Discuss the requirements for producing accessible resources, making reference to the Special Educational Needs and Disability Act 2001 (SENDA). Include information on design and navigation issues.

Outline ways of securing online resources.

Exchanging information online

Produce a guide for staff utilising online resources that covers what you consider to be the key legal and security considerations.

Completed resource

As a guide, if using the listed medium, the completed project should be no more than:

Presentation slides – between 4 and 5

Web pages – between 2 and 3

Newsletter – between 2 and 3 pages

INTERNET AND INTRANETS LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Choose a search engine that is appropriate for the information that is needed.	<input type="checkbox"/>
2 Carry out searches efficiently. <ul style="list-style-type: none"> • use meta search engines, wild cards, AND or NOT (Boolean notation). 	<input type="checkbox"/>
3 Choose and use appropriate methods of searching for relevant information.	<input type="checkbox"/>
4 Review sources and information to help choose what is most relevant, and to decide when enough has been found.	<input type="checkbox"/>
5 Choose and use appropriate methods of exchanging information, such as FTP or HTTP.	<input type="checkbox"/>
6 Use interactive sites.	<input type="checkbox"/>
7 Customise browser settings to improve the performance of software.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What own connection will and will not do.	<input type="checkbox"/>
B What methods can be used to exchange files and how to use them, such as file transfer protocol (FTP) and hypertext transmission protocol (HTTP).	<input type="checkbox"/>
C How to download software patches.	<input type="checkbox"/>
D That browsers have different settings that can be changed.	<input type="checkbox"/>
E That some browsers and servers will allow e-mail to be sent and received.	<input type="checkbox"/>
F How and when to delete temporary files.	<input type="checkbox"/>
G How changing settings effects performance, such as viewing, history and cookies.	<input type="checkbox"/>
H What meta search engines are and how to use them.	<input type="checkbox"/>
I Opportunities to post or publish material to websites.	<input type="checkbox"/>
J Opportunities to create websites.	<input type="checkbox"/>
K Legal, ethical and economic risks.	<input type="checkbox"/>
L What ways there are of protecting against risks, such as browser security settings, firewalls and user access controls.	<input type="checkbox"/>
M What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>

Database software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

Database software (eg Microsoft Access, Sun Star Office, Apple Works, Filemaker Pro, similar packages or one built for an organisation) is designed to organise and collate related information.

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- entering and retrieving information from databases by running simple queries; and
- producing reports (eg using menus or short cuts).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

Modification of simple (eg single table, non-relational) databases, creating queries using multiple selection criteria and reports (eg about sales activities, order details or project management).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

The modification of relational databases (eg about customers' buying methods, order frequency and payment patterns).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

- names and addresses

- tracking student marks and attendance
- time-management
- event-management

Using database software, for example Microsoft Access, create a database table, and then produce a report form from this. The form should be able to produce an evaluation or comment report sheet (for example, tutor reports, assessments of essays, project feedback, website or book reviews). Your form does not have to display any pre-existing data.

Set the primary key in your database table as surname, or if using the form to generate evaluations of resources, name or title.

Give your form a justified layout. Edit your form in design view - change font type and colour, fill colour, add a special effects. Note the changes you make.

Edit your report template in design view and note what changes you make.

Evidence

Database table, form and report
Editing notes.

Create a resource that shows students how to produce a simple database – creating and modifying fields, a query and a report using screen shots to aid them visually. Your resource must cover the above objectives but the database can relate to your area of teaching in some way. With using screen shots you will need to create the database as well so this can be used as part of your evidence

Evidence

Resource
Database with queries and reports

DATABASE SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Create fields for entering data with the required field characteristics. <ul style="list-style-type: none"> name, type, size and format 	<input type="checkbox"/>
2 Modify field characteristics within a simple (eg single-table, non-relational) database while maintaining the integrity of existing data. <ul style="list-style-type: none"> name, type and size 	<input type="checkbox"/>
3 Use appropriate tools and techniques to format data that is text and numbers.	<input type="checkbox"/>
4 Format reports from simple (eg single-table, non-relational) databases using appropriate tools and techniques for page layout. <ul style="list-style-type: none"> page size, page orientation, page numbering, headers and footers and margins 	<input type="checkbox"/>
5 Use automated facilities for checking data and reports. <ul style="list-style-type: none"> spell checking and sorting data 	<input type="checkbox"/>
6 Check reports are formatted and laid out appropriately.	<input type="checkbox"/>
7 Create and use multiple criteria queries to extract data.	<input type="checkbox"/>
8 Plan and produce reports from single (eg single-table, non-relational) databases.	<input type="checkbox"/>
9 Set up short cuts.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What types of design content are stored within the database, such as field types, field names and table names.	<input type="checkbox"/>
B How data is structured in a simple (eg single-table, non-relational) database.	<input type="checkbox"/>
C What characteristics a database field may have, such as data type, field name, field size and field format.	<input type="checkbox"/>
D How field characteristics can contribute to data validation.	<input type="checkbox"/>
E Why it is important to maintain data integrity.	<input type="checkbox"/>
F What methods should be used to maintain data integrity in a simple (eg single-table, non-relational) database.	<input type="checkbox"/>

Artwork and Imaging Software Level 2 (UV 20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

Artwork and Imaging Software is the ability to use a software application designed to create, modify and layout artwork or images for display in print or on a screen (eg painting, drawing, photo manipulation and desk top publishing).

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

Creating simple artwork and images (eg simple shapes, text and arrows, autoshapes, clip art or a picture from a digital camera for a presentation slide or handout or web site).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

Creating more complex artwork and images (eg work flow process maps, sketches, edited photos or logos, mind maps, spider charts).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

The creation of technically complex artwork and images (eg cover artwork for a company journal, the content and layout of newsletter or touching up and taking out unwanted elements from a photograph).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

SUGGESTED TASKS

Task 1 – Create a hierarchical map of your team members or department, or a work process flowchart for use in a **printed document**. The size of the image must not exceed 10.5cm x 14.9cm (A5).

Convert the flowchart to a file format suitable for inclusion on a web page

Task 2 – Take a good quality, digital photo, such as a portrait of a colleague or a scenic shot of part of your workplace. Imagine this photo is going to be used in a variety of ways on a website you are developing. Use a photo manipulation software package to produce a thumbnail, a black and white image and a colour image with a border (all from the same photo). You will need to crop, rotate, change colours and add filters etc. to make each image unique and consider file sizes for the medium you are creating them for. Record the steps you have taken to manipulate each photo.

Evidence

Task 1 - Print out of the images OR the image saved on storage device (CD, floppy disk, memory stick). Notes on: **File format**, **file size** and **image size** in pixels.

Task 2 – Print outs of the original and each manipulated photo OR the saved images. Design notes.

Task 3

Produce a presentation for advertising the courses you teach/or a subject of your choice using PowerPoint or something similar. The presentation should contain complex images that you have combined together and edited. Show evidence of using a digital camera and scanner. Save the presentation to some form of storage medium and hand this in as part of your evidence.

Include a report justifying why you have selected particular file formats and discuss how the law and guidelines affect the use of IT – copyright, data protection etc

Evidence

Presentation on file
Original pictures before being edited
Report

Artwork and Imaging Software LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Choose and use the most suitable software tools and techniques for creating artwork and images and drawing more complicated shapes. For example: painting, drawing, DTP or image manipulation software.	<input type="checkbox"/>
3 Take account of the following when creating artwork and images, page or canvas size, colour mode, and file size and format.	<input type="checkbox"/>
4 Use common tools and techniques appropriately. For example: group and ungroup; filters to create special effects; and editing existing templates (eg for letterhead, mail shot or poster).	<input type="checkbox"/>
5 Check colour mode and filters are used appropriately.	<input type="checkbox"/>
6 Check image resolution is suitable for where and how it will be used.	<input type="checkbox"/>
7 Use proof reading techniques to check that text looks professional.	<input type="checkbox"/>
8 Check line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
B How to produce complex artwork and images for a wide variety of uses. Complex artwork and images involve more understanding and skills to produce, such as using layout grids in DTP software or filters and effects in image manipulation software.	<input type="checkbox"/>
C What file formats are suitable for websites (eg bmp, jpeg and gif).	<input type="checkbox"/>
D What file formats are suitable for print publishing that are application specific and more common (eg psd, eps, rtf or html).	<input type="checkbox"/>
E What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>

Evaluate the impact of IT Level 2 (UV 15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

This unit assesses the ability to evaluate the impact of using IT in a variety of situations, such as home, work, school or other environment.

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- the analysis of your own use of IT (eg as part of a self-appraisal scheme).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- analysing other people's use of IT (eg working out what help to get for someone in using IT).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- evaluating how to improve IT use (eg analysing costs and benefits, effectiveness, time savings of making changes to the use of IT).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

Produce **one** report, addressing any **two** of the topics below:

In the conclusion of your report discuss the sources you most often use for finding information about new developments and learning new IT skills and identify your own skills gap.

- Discuss the advantages and disadvantages of web-based learning compared with traditional learning?
- How has ICT affected the organisation you work for and changed the way that you do things, at home or work?
- How are risks to people minimised when using IT?
- What security risks are involved in using IT and how are risks to hardware minimised?
- What are the benefits and drawbacks in online banking and shopping and how do you ensure your details are kept safe?
- For educational organisations; what are the benefits of storing student / staff details? What laws come into play when personal information is stored?
- Do you think you communicate more or less with people now and how do you think ICT has impacted on your workload?
- What problems do people with disabilities have when using ICT / ILT and what steps can be taken to rectify them?
- Identify one piece of software, hardware and a resource you have identified as being needed for a particular user group with disabilities. i.e. screen reading or voice recognition software, large type keyboards or disability aids. Search for information on where you can purchase this item and record the details: item, cost, supplier (and a photo if possible).

Evidence

- A report covering two of the above topics.

Produce a questionnaire to evaluate some of your colleague's use of IT in the classroom and how it has affected the way in which they do things – including the use of email and the Internet. Produce a report that analyses your findings.

Produce a resource of some type using the medium of your choice, to show colleagues or students how to use some aspect of IT. Save the resource to a suitable storage medium

Evidence

Report, questionnaires
Resource

EVALUATE THE IMPACT OF IT LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Gather information to help make judgements.	<input type="checkbox"/>
2 Analyse information about how IT is used.	<input type="checkbox"/>
3 Evaluate the benefits and drawbacks of using IT.	<input type="checkbox"/>
4 Comment on the impact of IT use.	<input type="checkbox"/>
5 Identify own learning needs in using IT, with help from other people.	<input type="checkbox"/>
6 Find sources of information about opportunities for learning IT skills.	<input type="checkbox"/>
7 Use appropriate sources of information to find out about developments in using IT.	<input type="checkbox"/>
8 Get advice about the most suitable ways of learning.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How what people do is changing because of using IT.	<input type="checkbox"/>
B What benefits there may be in gathering and organising business information using IT, such as storing and maintaining customer details or keeping sales records.	<input type="checkbox"/>
C How using on line services, such as banking, mailing lists and shopping is changing people's access to information.	<input type="checkbox"/>
D Where and how to find information about changes and developments to IT hardware and software.	<input type="checkbox"/>
E Difficulties that some people have in using IT, such as needing special equipment because of a disability.	<input type="checkbox"/>
F Difficulties that some people may have in accessing documents that have been produced using IT, such as needing larger sized print or screen reading software.	<input type="checkbox"/>
G Where to get advice about software or equipment that can help people use IT, such as voice recognition or screen reading software or disability aids.	<input type="checkbox"/>
H Ways to keep risks to people to a minimum.	<input type="checkbox"/>
I Ways to keep risks to hardware to a minimum.	<input type="checkbox"/>
J Risks of downloading software from the Internet.	<input type="checkbox"/>
K What are the benefits and drawbacks of web-based learning or e-learning compared with other methods of learning.	<input type="checkbox"/>

IT Maintenance for Users Level 2 (UV15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- Carrying out regular maintenance safely (eg organising files, backing up data in line with organisational guidelines and cleaning computers and printers); and knowing how to avoid health and safety risks.

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Carrying out maintenance safely (eg using 'defrag' to improve the performance of a hard disc); and knowing what is involved in upgrading hardware and software.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- Planning regular and less common maintenance, and making sure that it is carried out safely, so that the performance of hardware and software is enhanced; and understanding the issues, benefits and drawbacks of upgrading hardware and software.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

Produce a professional resource on the following:

Describe how to set up a schedule to use routine maintenance tools on a computer including defrag, backup files and an antivirus program. Explain the importance of regularly using these tools. Screen prints can be used to make the resource more interesting.

Describe how computer hardware can be cleaned and the way in which it should be done – such as keyboards, mice etc

Discuss how you can avoid health and safety risks using computers – such as RSI, poor vision, posture etc

Outline the maintenance regime and responsibility for a range of equipment and software (not server systems) within your organisation. Deliver a maintenance programme report of IT staff responsibilities, regular user responsibilities and occasional user responsibilities.

Describe individual tasks, why they are important (for example, for system performance; security; health & safety) how they are carried out.

Using these findings, produce a one-page sheet which outlines daily, weekly and monthly maintenance tasks and who is responsible for carrying them out.

Design a maintenance programme of daily, weekly, monthly and yearly tasks for home computer use, covering:

Desktop or laptop computer, printer, software and data.

Describe individual tasks, why they are important (for example, for system performance; security; health & safety) how they are carried out.

Using these findings, produce a one-page task sheet.

IT MAINTENANCE FOR USERS LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Change default settings for saving data.	<input type="checkbox"/>
2 Select suitable cleaning methods and materials.	<input type="checkbox"/>
3 Clean hardware to make it work efficiently. <ul style="list-style-type: none"> • For example: keyboard, mouse roller ball or vents. 	<input type="checkbox"/>
4 Clean hardware to keep them looking good.	<input type="checkbox"/>
5 Carry out a risk assessment of own use of IT, including checking electrical loading of system.	<input type="checkbox"/>
6 Carry out routine maintenance to printers, following manufacturers' instructions for users.	<input type="checkbox"/>
7 Identify any non-routine maintenance needed to hardware and carry it out, by following manufacturers' guidelines.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What non-routine maintenance may be needed and how to identify when it is necessary.	<input type="checkbox"/>
B What maintenance professionals will be needed for.	<input type="checkbox"/>
C Ways to keep risks to people to a minimum.	<input type="checkbox"/>
D Ways to keep risks to hardware to a minimum.	<input type="checkbox"/>
E What the benefits of upgrading may be.	<input type="checkbox"/>
F What the drawbacks of not upgrading may be.	<input type="checkbox"/>
G The need to check compatibility of software and hardware upgrades with other parts of a system.	<input type="checkbox"/>

IT Security for Users Level 2 (UV 15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- Knowing about day-to-day security risks and the laws and guidelines that affect the use of IT and using simple methods to protect software and personal data (eg risks from the wrong people getting access to it, from viruses or from hardware not working properly).

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Knowing how to avoid common security risks and control access to software and data; and using a wider range of methods to protect software and data (eg from exchanging information by e-mail or when downloading software from the Internet).

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- Knowing how to monitor potential risks and take steps to protect own and others data and software (eg from unauthorised remote access, disasters or other unforeseen events).

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

The Data Protection Act

How does the Data Protection Act impact on the data handling of your department or data handling specific to your job post?

The Electronic Communication Act

What implications does the act have on your organisations legal responsibility concerning its use of email? Which other parts of the act maybe applicable to your organisation, and why?

Copyright

How does current copyright legislation impact upon use of digital resources (documents, image and multimedia files)?

Spam

What is spam? What types of spam are there? Why does spam present such a serious problem to organisations? What does your organisation do to prevent spam? What can be done by individuals to minimise spam?

Computer Viruses

What are computer viruses? What types of virus are there? Why do viruses present such a serious problem to organisations and to individuals? What steps can be taken to minimise the spread of computer viruses?

Downloading software

What potential hazards and legal issues does downloading software from the internet pose to your organisation? How are downloads and licences monitored? What precautions can be taken at an organisational and individual level?

Securing documents

To what extent is it possible to secure data and protect it from unauthorised use or alteration? Refer to a range of data types, including word documents, web pages, images and multi media files.

Backing up data

Why is backing up data important? In which ways can data be backed up, by technical staff and by individuals? How is this done?

Another idea...

Produce a resource that shows students/other members of staff how to log on to your network and change passwords and the importance of doing this regularly. Also include guidelines on using email and downloading software and how to avoid downloading viruses.

In addition to this write about how laws and guidelines affect the use of IT, such as copyright law and the data protection act. Try to make it interesting so that they will be encouraged to read it!

IT SECURITY FOR USERS LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Set password levels on software and data.	<input type="checkbox"/>
2 Make backups of operating system data, where necessary.	<input type="checkbox"/>
3 Download software patches to fix any security flaws.	<input type="checkbox"/>
4 Take appropriate action to keep risks to a minimum, when downloading software.	<input type="checkbox"/>
5 Take action to avoid risks from receiving and opening attachments from e-mails.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Risks of downloading software from the Internet.	<input type="checkbox"/>
B Ways to control access to common storage media.	<input type="checkbox"/>
C Ways to control other people from editing data.	<input type="checkbox"/>
D Ways to control access to common software.	<input type="checkbox"/>
E What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>

ITQ Evidence Review Sheet

IT SECURITY FOR USERS LEVEL 2

Evidence Reference	Evidence Title	Assessment method	Skills and techniques					Knowledge and Understanding					
			1	2	3	4	5	A	B	C	D	E	

Assessment method key: O = observation of candidate, EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion; VRQ Unit = Vocationally Related Qualification unit

I confirm that the evidence provided is a result of my own work. Signature of candidate: _____ Date: _____

I confirm that the candidate has demonstrated competence by satisfying all of the requirements of national standard of work and scope for this unit.

Signature of Assessor; _____ Name (in block capitals): _____ Date: _____

Countersignature of qualified assessor (if required) and date: _____ Name (in block capitals): _____

IV Initials (if sampled) and date: _____

Countersignature of qualified IV (if required) and date: _____

Specialist or bespoke software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

This unit is about the ability to select and use a suitable specialist or bespoke software application to carry out an appropriate 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.

Some Suggestions...

Examples of specialist software include:

- accounts applications;
- logistics planning applications;
- computer aided design (CAD) applications;
- computer animation applications;
- digital video editing applications;
- music composition and editing applications; and
- project management applications.
- Timetabling software
- MIS software
- Diagnostic software
- Using Computer animation software for:
 - an animated photo slide show,
 - a simple interactive quiz,
 - a homepage introduction with navigation
- Using Digital Video editing software for a promotional 1 minute video of your department suitable for inclusion on a web site.
- Using Digital audio editing software for a piece of electronic music suitable for use on an Intranet or an audio reading of part of your department's online reference material to aid users with difficulties reading off screen.
- Using Project management software to manage new website development,
- Using Quiz makers (Hot potatoes, Quia or similar) for topics such as
 - Study skills,
 - LRC Induction,
 - Student formative test,
 - Research skills
 - Revision or learning tool

This list is just a few examples, there are many more available

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

The selection and use of suitable specialist or bespoke software applications to carry out appropriate work related tasks

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

The selection and use of suitable specialist or bespoke software applications to carry out an appropriate work related task.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

The selection and use of suitable specialist or bespoke software applications to carry out an appropriate work related task.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Suggestions for Specialist or Bespoke Software

Task – Your task is to identify a suitable work based project for which you can use one of the types of specialist software packages listed below. To accompany the project you must submit a short report identifying:

- The user(s)
- The scope of the intended project
- The package (including specific versions used i.e. Hot potatoes version 6)
- How and why the software was an appropriate way of carrying out the task.
- The tools and functions used to complete the work

Computer animation (Macromedia Flash or similar)

Suggested suitable project: *an animated photo slide show, a simple interactive quiz, a homepage introduction with navigation.*

Animation must:

- include clear navigation
- include text
- include photos and drawn content
- have an interactive element

Digital Video editing (Adobe Premier or similar)

Suggested suitable project: *a promotional 1 minute video of your department suitable for inclusion on a web site.*

Video must:

- include sound
- include fades or other form of wipe effects
- display a title or text
- be a suitable file size to broadcast via an Intranet

Digital audio editing (Cool Edit Pro or similar)

Suggested suitable project: *a piece of electronic music suitable for use on an Intranet or an audio reading of part of your departments online reference material to aid users with difficulties reading off screen.*

Audio must:

- be in a suitable format for use online
- last approx 30 – 60 seconds

Project management (Microsoft Office Project 2003)

Suggested suitable projects: *New website development, new departmental system*

Project must:

- show tasks and resources managed, track schedules, and report project information.
- Include a predefined or custom report

Quiz makers (Hot potatoes, Quia or similar)

Produce a range of three different quizzes (one must have a reading text included).

Suggested suitable content: *Study skills, LRC Induction, Student formative test, Research skills*

Each quiz must:

- include a working back and next button (in text)
- be linked in sequence
- have your name and date of creation clearly displayed
- have clear and concise written instructions on use
- be exported for printing to create paper based resources. (Please note that if your quizzes include images these will not be displayed. They will need to be reinserted into the Word document exporting)

Evidence

- The completed project and all associated files
- The short report

SPECIALIST OR BESPOKE SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Link information within the same type of software.	<input type="checkbox"/>
3 Add information from one type of software to information produced using different software. For example: a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.	<input type="checkbox"/>
4 Carry out complex tasks using appropriate tools and techniques for entering, editing and processing information.	<input type="checkbox"/>
5 Use appropriate techniques to check complex information.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Why and how using the software was an appropriate way of carrying out the task.	<input type="checkbox"/>
B What most tools and functions of the software applications can be used for.	<input type="checkbox"/>
C How to select and use appropriate tools and functions for complex tasks.	<input type="checkbox"/>

Use IT Systems Level 2 (UV15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- the setting up and use of computer hardware safely (eg a personal computer (PC) or laptop, with printer and modem attached, a personal digital assistant (PDA) or hand held computer); and protecting software and personal data.

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- setting up and use of different types of hardware (eg an external disc drive, a digital camera, web cam or scanner); accessing data from different storage media networks (eg a floppy disc, CD-ROM, DVD, local area network (LAN) or wide area network (WAN)) and knowing how to avoid common security risks and restrict access to software and data.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- accessing software from networks; and helping to improve the protection of software and data for self and others.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

Use the error log provided, for a period of 2 weeks, to list all errors with software, hardware and data that you encounter. Ensure that you clearly show the solution you used to correct the fault and add any pertinent information such as further reporting to technicians, avoiding virus risk, and continuing staff development for others. Try to include a range of information sources i.e. help menus, discussion boards, technicians advice etc.

Identify how have you kept risks to a minimum when downloading software at home or work?
What action (s) do you take to prevent the spread of emails viruses?

Demonstrate that you are competent in using **two** of the pieces of equipment listed below:

Scanner

- Scan, crop and resize images in the following file formats:
 - Text file - Word processing document or rich text
 - Black and white or colour line art - GIF format
 - Black and white or colour photograph - JPEG format

Digital camera

- Take a minimum of 5 photographs that will be useful to your team. i.e. staff portraits, general location shots, etc.
- Download, store and retrieve images
 - Make notes on the quality of image taken and justify the reason for the choice in regards to how the images will be used.
- OR produce 2 sort video clips suitable for inclusion on a web site or presentation and sate how they are intended to be used.

Data projector

- Connect to a laptop or desktop computer
- Adjust zoom, focus, contrast, horizontal and vertical screen adjustment.
- Give a demonstration to an individual or group.

Web cam

- Connecting a web cam to a computer, speaker and microphone.
- Use Video conferencing software (for example Microsoft NetMeeting) to communicate, in real time, to a colleague via the Internet.

External disc drive

- Show that you can save and retrieve files to and from an external drive. i.e. a CD, DVD or memory stick.
- Demonstrate that you can safely remove the storage device.
- What are the disadvantages of saving files to an external drive and how can you reduce risks?

Use IT Systems Assessment – Error log

Date	Problem/Error	Solution	Assistance from	Additional Info
<i>Example</i>	<i>Opened Explorer to view college Intranet but it went to MSN homepage instead</i>	<i>Change default homepage</i>	<i>Help menu</i>	<i>Reported to technicians as it might be like that for everyone when they log on using their own password.</i>
<i>Example</i>	<i>Connected data projector laptop and could not see projected image</i>	<i>Used FN / F5 keys on laptop until image was projected.</i>	<i>In-house training materials</i>	<i>Posted a sticky note on the laptop showing the FN/F5 keys, as everyone might not know it.</i>

Use IT Systems Level 2 Checklist

WHAT YOU NEED TO DO	
1 Connect a computer with other hardware and storage media safely.	<input type="checkbox"/>
2 Link a computer to other hardware safely.	<input type="checkbox"/>
3 Access files on a local area network (LAN) or a wide area network (WAN).	<input type="checkbox"/>
4 Set password levels on software and data.	<input type="checkbox"/>
5 Make backups of operating system data, where necessary.	<input type="checkbox"/>
6 Download software patches to fix any security flaws.	<input type="checkbox"/>
7 Take appropriate action to keep risks to a minimum, when downloading software.	<input type="checkbox"/>
8 Take action to avoid risks from receiving and opening attachments from emails.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What most types of computer hardware are.	<input type="checkbox"/>
B What storage media are available, such as hard disc, floppy discs or CD ROMs.	<input type="checkbox"/>
C How to use most types of hardware and storage media.	<input type="checkbox"/>
D What errors and problems can be corrected from experience, to do with: most hardware and storage media; most software; combinations of hardware and software; data; and viruses.	<input type="checkbox"/>
E Ways to keep risks to people to a minimum.	<input type="checkbox"/>
F Ways to keep risks to hardware to a minimum.	<input type="checkbox"/>
G Risks of downloading software from the Internet.	<input type="checkbox"/>
H Where and how to find advice on common errors with most hardware and software.	

Use IT to Exchange Information Level 2 (UV25)

(NB: Can not be used with the e-mail module)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

Some Suggestions...

- Send an email to students that includes a link to a web based assignment and instructions how to access it.
- Use email to receive student work, and return marked work.
- Set up a lesson plan showing how you would deliver 'hints on using search engines, virus checkers' etc.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- the use of basic e-mail facilities, such as using address books to send e-mails to individuals; sending, receiving and opening attachments (eg digital pictures, word processing documents or spreadsheets); and using key words to search for information using a search engine.

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- the use of advanced e-mail facilities, such as setting up groups of e-mail addresses; adding a signature; compressing and decompressing file attachments; and choosing and using suitable search engines effectively.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- making the most of e-mail facilities, such as setting up automatic redirection, using encryption and dealing with junk e-mail.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

Send a work based email to a group of colleagues

The email must:

- follow your institutions email guidelines
- include a signature file containing: your name, job title, work address and work telephone numbers
- be sent using a group distribution list that you have created or is currently on your system
- be sent high priority
- be set to notify you when it has been read

Create a folder in your in-box to archive the replies generated from this email.

“Spring clean” or archive your email folders showing print screens of before and after.

Write a short report on how you would deal with chain, spam or even suspicious emails which appear to be from a colleague or friend. What problems could be encountered and how could the spread of these viruses kept to a minimum? What is the maximum number or size of emails that can be received or stored on your institutions email system?

A member of staff or a student has asked you to find some information for a course they are teaching / studying on. Decide on a user group and topic and find three separate websites suitable for them to use.

Make a record of the search engine that you used, illustrated with embedded print screen of the pages, in a word processed document. Also make a record of the search criteria you used to find them and also the ones you considered but rejected.

Your search criteria should show knowledge of advanced and Boolean searches.

USE IT TO EXCHANGE INFORMATION LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use advanced facilities. • For example: add a signature or set the priority of messages	<input type="checkbox"/>
2 Send messages to groups of people using groups set up in an address book.	<input type="checkbox"/>
3 Send and receive instant messages with and without attachments.	<input type="checkbox"/>
4 Compress messages on sending and un-compress messages that have been received.	<input type="checkbox"/>
5 Archive e-mails where necessary. • For example: folders and subfolders	<input type="checkbox"/>
6 Choose a search engine that is appropriate for the information that is needed.	<input type="checkbox"/>
7 Carry out searches efficiently. • For example: Using meta search engines, wild cards, AND or NOT (Boolean notation).	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to send e-mails to groups using a group list within an address book.	<input type="checkbox"/>
B How to archive and compress e-mails.	<input type="checkbox"/>
C What other resources may be provided by e-mail software and how to use them.	<input type="checkbox"/>
D What to do about e-mails intended to cause problems, such as SPAM or chain-mails.	<input type="checkbox"/>
E How to keep the difficulties of sending and receiving large e-mails to a minimum.	<input type="checkbox"/>
F What limits there may be to the number or size of e-mails that can be received and stored.	<input type="checkbox"/>
G How to avoid viruses.	<input type="checkbox"/>
H What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>

Website software Level 2 (UV20)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

This is the ability to use an application designed for planning, building and maintaining simple websites.

Some Suggestions...

- A set of information pages on the use of a Learning Resource Centre
- Web based assignments
- An introduction to your department or unit
- A study skills guide
- A user guide for specialised reference material
- Information about courses

Read the checklist for the level you are aiming for to see what skills, techniques, knowledge and understanding you need to demonstrate

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- using software to plan and produce a simple web page

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- producing multiple-page websites

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 2 checklist

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- Producing interactive websites

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions...

Your brief is to design an accessible website of a minimum of 5 pages, plus a link to an external website. The completed site must be uploaded to an Intranet or The Internet.

The content must be work based and suitable for your users. Suggested suitable content :

- A set of information pages on the use of the Learning Resource Centre
- An introduction to your department or unit
- A study skills guide
- A user guide for specialised reference material

Task 1 - As planning is such an essential part of website creation your first task is to produce a storyboard or visual plan of your intended website to help you establish a uniform look and aid navigation. Your plan must show:

- Links to internal and external pages
- Names of pages
- Names, format and file size images to be used
- Alternative text to be displayed on images
- Design elements such as text sizes, colours, and backgrounds colours/images.

Task 2 – Write a short report detailing your reasons for using or not using 3 of the following website features: Frames, pop ups, message boards, use of colour, sound, animations, video, email links, log-ons.

Examine how they may be of advantage or disadvantage to your user. Begin the report by identifying your intended user group and the rationale for the content of your website.

Evidence

Storyboard / visual plan of website

Completed website – uploaded to The Internet / Intranet AND a working copy saved to disc.

Short report

Task 3

Plan and produce a structure diagram and a set of hand drawn page designs for a web site that you are going to create. The web site should be approximately 5 pages with all pages interlinked and is to show students and other work colleagues information about the courses that you teach. Make use of appropriate images and text on your web site. Use tables where appropriate to display images correctly. Ensure that text is easy to read and allows for people with poorer sight or colour deficiencies.

Produce printouts of our web pages and annotate where you made any changes to it.

Save your file on to a disc

Evidence

Structure diagram and hand drawn pages

Printed web pages

File on disc

WEBSITE SOFTWARE LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Use appropriate techniques to handle, organise and save files.	<input type="checkbox"/>
2 Link information within the same type of software.	<input type="checkbox"/>
3 Add information from one type of software to information produced using different software. <ul style="list-style-type: none"> For example: a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website. 	<input type="checkbox"/>
4 Choose what content and features will be included.	<input type="checkbox"/>
5 Plan the layout of the content and how any features will be used.	<input type="checkbox"/>
6 Use appropriate web tools and techniques to create a multiple-page website. For example: creating links to bookmark text within a page; linking web pages together within a website and adding a hyperlink to someone else's website; and altering simple code using programming language.	<input type="checkbox"/>
7 Use a wide range of editing and formatting tools and techniques to produce content for multiple-page websites. <ul style="list-style-type: none"> For example: for characters, lines, paragraphs and pages, insert and change text, resize, align, rotate, flip and arrange images, and using tables and frames to lay out a web page 	<input type="checkbox"/>
8 Format complex content using a wide range of appropriate tools and techniques. For example: character, line spacing, paragraphs and pages, and colour, fonts, size, background and pictures	<input type="checkbox"/>
9 Use proof reading techniques to check that text looks professional.	<input type="checkbox"/>
10 Check line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.	<input type="checkbox"/>
11 Check colour mode and filters are used appropriately.	<input type="checkbox"/>
12 Check image resolution is suitable for where and how it will be used.	<input type="checkbox"/>
13 Use a file exchange programme to upload and publish a website. For example: FTP or HTTP	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to produce information that communicates clearly and accurately with the audience, where and when it is needed.	<input type="checkbox"/>
B Multiple-page web sites that set out information on different pages, such as contact details, employees, interests, services or products.	<input type="checkbox"/>
C How web pages and multiple-page websites are structured, such as using frames, hyperlinks and pop-ups.	<input type="checkbox"/>
D What different design elements are used, such as using colour for the page background, the text, hyperlinks and visited hyperlinks.	<input type="checkbox"/>
E What multimedia features are used, such as sound, animation or live video.	<input type="checkbox"/>
F What interactive features are used, such as message boards, forms, e-mail links and registration log-ins.	<input type="checkbox"/>
G The benefits and drawbacks of different features for the user.	<input type="checkbox"/>
H What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.	<input type="checkbox"/>
I What difficulties users with different needs may have in accessing websites.	<input type="checkbox"/>
J Why download speed varies, such as by the type of browser and connection and by the memory size of the contents of the web page.	<input type="checkbox"/>

IT Trouble-Shooting for Users Level 2 (UV15)

This document explains what you need to do for the Unit, and also provides you with checklist and evidence overview sheets that will help you track your progress.

In addition, there are some suggested tasks (designed for L2 assessment) you could follow to produce your evidence, but BE CAREFUL - they may give you ideas that you can adapt, but if your evidence is not from your working practice, your assessor may not be able to accredit this for your mandatory unit evidence.

At INTRODUCTORY LEVEL 1 your work is likely to involve:

- The solution of common errors (eg a paper jam or file that cannot be found on a computer hard drive), and knowing how to restart hardware or software and get advice.

What proof you need

You will need to produce at least **two straightforward** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 1 checklist.

In addition at INTERMEDIATE LEVEL 2 your work is likely to involve:

- Using skills and experience to solve most types of errors (eg faulty cable connections, broken mouse, software that needs more memory to open or damage to software from viruses); and knowing about problems to do with compatibility.

What proof you need

You will need to produce at least **two comprehensive** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- Be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- Come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

In addition at ADVANCED LEVEL 3 your work is likely to involve:

- This unit is suitable for you if your work involves solving technically complex errors (eg hard disk wiped, broken graphics card or problems with Internet connections); and avoiding compatibility problems.

What proof you need

You will need to produce at least **three substantial and complex** tasks for your assessor to judge and decide whether you have met the requirements of this unit. These tasks may:

- be fully supported by evidence which has come from your job in the workplace. This evidence may contribute towards your mandatory unit.
- come from simulation. Please note that you will not be able to use this evidence for your mandatory unit.

These tasks must show that you have done and know everything from the level 3 checklist.

Some Suggestions

Over the course of two weeks spent using a computer, keep a diary of every fault, maintenance issues, or problem that occurs with the following:

Computer or laptop, printer, software, and data.

Specify what type of problem occurred (for example system faults; hardware faults; programme conflicts; network fault or failure, human error). Document how you resolved the problem (for example, using anti-virus software to suspicious scan files; using task manager or troubleshooting software to resolve problems). Document routine compatibility checks and when it was necessary to get technical support using copies of the task sheet provided.

Produce a trouble shooting sheet listing five common faults (not found in your diary) with either a specific piece of hardware or software and how to fix them – and/or when to contact a technician.

Over a period of time, collect information on any problems encountered whilst using a computer – either standalone or on a network, hardware or software. It may be a problem encountered by a colleague or a student, if you play a part in resolving it or understand how it was resolved and can confidently explain it. If a technician is needed to resolve the problem detail how you explained to the technician the problem and you could ask them to explain the problem to you if they have the time.

Create a summary log sheet specifying the problems and how they were resolved

IT TROUBLE-SHOOTING FOR USERS LEVEL 2 Checklist

WHAT YOU NEED TO DO	
1 Restart most hardware and software using tools supplied by the manufacturer.	<input type="checkbox"/>
2 Choose and use methods that have worked in the past to correct different types of errors.	<input type="checkbox"/>
3 Check that errors have been corrected.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What errors and problems can be corrected from experience, to do with: most hardware and storage media; most software; combinations of hardware and software; data; and viruses.	<input type="checkbox"/>
B Where and how to find advice on common errors with most hardware and software.	<input type="checkbox"/>
C What problems can occur when hardware, software and operating systems are not compatible.	<input type="checkbox"/>
D Why compatibility standards are needed.	<input type="checkbox"/>

