

Make Selective Use of IT Level 1 (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.

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 1

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	Approximately half page email plus an attachment, plus some organisation of recipients and folders	One page of A4 text	One A4 page of data	Data array covering one A4 page	One A4 sheet including a simple image and some text	A single web page of approximately A4 length with simple navigation, an image and some text	A presentation of about 5 slides to include text and a simple diagram or other image	Categorise software to nearest equivalent, (WP, DB etc) and use corresponding criteria
Skills and Techniques									
Explaining (Use of IT)	Explain the basic connection methods and browser functions	Explain basic e-mail facilities and uses	Explain why WP software particularly is used to produce simple documents	Explain why spreadsheets are used to record, analyse and present data	Explain what databases are used for and describe basic features	Explain the features of the software that make it suitable for producing simple artwork and images	Explain the features of the software that allow simple 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 on one subject using simple search criteria from various sources Choose one set of suitable information	Search for e-mails with common recipients senders, etc in current folders	Use text search facility to locate information on a text document of about five A4 pages	Search for cells and groups of cells containing data for a particular type	Single criteria data search	Use search facilities to locate suitable image files (clip art, photographs etc) for a given task. Evaluate for size, format	Use search facilities to locate suitable content for the web page, (ie: information simple images,, etc)	Use search facilities to locate suitable content for the presentation (ie: information, simple images etc)	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria
Organising	Select and organise bookmarked pages into groups	Arrange e-mails into groups Maintain address book entries	Arrange information into a simple format in a WP document Organise files into a simple file structure	Enter data and present it in a suitable format Organise files into a simple file structure	Organise database queries into a logical sequence and correlate reports	Create documents containing simple artwork and other images that are ordered and formatted correctly Organise files into a simple file structure	Create single web pages that function correctly, are simple to use and easy to read (eg appropriate font, contract. etc).	Create a presentation so that the slides are in the correct order, it can be controlled by the user and is easy to find Organise files into a simple file structure	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria Organise files . into a simple file structure
Reviewing	Use individual software as a context within which to conduct reviews of use of IT.								

MAKE SELECTIVE USE OF IT LEVEL 1 Checklist

WHAT YOU NEED TO DO	
1 Describe what you are doing.	<input type="checkbox"/>
2 Give simple reasons for choosing and using software tools and techniques that match tasks and uses.	<input type="checkbox"/>
3 Choose the source that is most likely to provide the information needed.	<input type="checkbox"/>
4 Locate information from various sources.	<input type="checkbox"/>
5 Choose information that is appropriate for what is needed.	<input type="checkbox"/>
6 Choose and use an appropriate format for organising information when carrying out simple tasks.	<input type="checkbox"/>
7 Identify the effect that own mistakes have on other people at work, with help and advice from other people.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Why the IT system and software that was used was appropriate for the task.	<input type="checkbox"/>
B Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.	<input type="checkbox"/>
C What and how to use the correct terms for: Types of hardware being used; and basic tools and techniques in software being used.	<input type="checkbox"/>

Word Processing Software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. <ul style="list-style-type: none"> For example: create, open, save (as) and print 	<input type="checkbox"/>
2 Use basic techniques to combine information. <ul style="list-style-type: none"> For example: insert, size and position 	<input type="checkbox"/>
3 Use basic editing techniques appropriately. <ul style="list-style-type: none"> For example: insert, delete, cut, copy, paste, drag and drop, find and replace. 	<input type="checkbox"/>
4 Format simple word processing documents using appropriate tools and techniques for: characters, paragraphs, lines and pages <ul style="list-style-type: none"> For example: characters – size, font (typeface), colour, bold, underline and italic; paragraphs – alignment, bullets, numbering, line spacing, borders, shading, tabs and indents; lines – spacing, alignment and breaks; and pages – size, orientation, margins, page numbers, date and time 	<input type="checkbox"/>
5 Create simple tables and add data to them.	<input type="checkbox"/>
6 Enter text into existing templates. <ul style="list-style-type: none"> For example: letters, faxes and web pages 	<input type="checkbox"/>
7 Use spell check, grammar check and word count to check the accuracy of simple text.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed	<input type="checkbox"/>
B How to produce simple word processing documents that are accurate and well laid out. Simple documents will have structure and style that is often used. Producing them may involve using a template or working from an existing example.	<input type="checkbox"/>

Spreadsheet software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. For example: create, open, save (as) and print.	<input type="checkbox"/>
2 Use basic techniques to combine information. For example: insert, size and position	<input type="checkbox"/>
3 Insert data into single cells.	<input type="checkbox"/>
4 Use basic editing techniques appropriately in simple spreadsheets. For example: add and delete rows and columns and clear cells, and cut, copy, paste, drag and drop, find and replace	<input type="checkbox"/>
5 Format simple spreadsheets using appropriate tools and techniques for cells, rows and columns, charts and pages. For example: cells – numbers, decimal place, font and alignment; rows and columns – height, width, borders and shading; charts – titles and labels; and pages – size, orientation, margins, page numbers, date and time	<input type="checkbox"/>
6 Check if figures entered in a simple spreadsheet are correct.	<input type="checkbox"/>
7 Use appropriate functions and formulas in simple spreadsheets. For example: sum, operators and fractions	<input type="checkbox"/>
8 Use appropriate tools and techniques for analysing simple data. For example: automatic sub-totals and sorting a cell range.	<input type="checkbox"/>
9 Use appropriate methods to present simple data. For example: tables, bar graphs, pie charts and lists.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.	<input type="checkbox"/>
B How to produce simple spreadsheets that are accurate and well laid out. Simple documents will have structure that is simple. Producing them may involve entering data into an existing spreadsheet or working from an existing example.	<input type="checkbox"/>
C What methods can be used for simple data.	<input type="checkbox"/>

Presentation software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. For example: create, open, save (as) and print	<input type="checkbox"/>
2 Use basic techniques to combine information. For example: insert, size and position.	<input type="checkbox"/>
3 Use basic editing techniques appropriately for simple presentations. For example: inserting and manipulating text and pictures, and adding lines and simple shapes to slides	<input type="checkbox"/>
4 Use spell check, grammar check and word count to check the accuracy of text.	<input type="checkbox"/>
5 Check size, alignment and orientation of images or other objects.	<input type="checkbox"/>
6 Format simple presentations using appropriate tools and techniques. For example: aligning text, bullets, numbering, line spacing, and adjusting colour, fonts, size, background, pictures and other objects.	<input type="checkbox"/>
7 View and reorder slides.	<input type="checkbox"/>
8 Present electronic slides as a slide show.	<input type="checkbox"/>
9 Print a presentation in the form of handouts.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.	<input type="checkbox"/>
B How to produce simple presentations that are accurate and well laid out. Simple presentations are made up of electronic slides that are mainly text or mainly diagrams or pictures.	<input type="checkbox"/>
C How to insert text and picture and import other objects.	<input type="checkbox"/>

E-mail Software Level 1 (UV 5)

(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.
-

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic send commands. For example: send to individuals, send carbon copies.	<input type="checkbox"/>
2 Use basic reply commands. For example: receive, forward, reply to individuals, reply to all and reply with history.	<input type="checkbox"/>
3 Delete e-mail.	<input type="checkbox"/>
4 Send and open e-mails with attachments.	<input type="checkbox"/>
5 Save attachments to appropriate places.	<input type="checkbox"/>
6 Find e-mails.	<input type="checkbox"/>
7 Follow any rules and guidelines for sending and replying to e-mails.	<input type="checkbox"/>
8 Maintain an e-mail address book.	<input type="checkbox"/>
9 Format character. For example: changing font (type face), type size and colour	<input type="checkbox"/>
10 Format paragraphs using alignment, bullets, numbering and indents.	<input type="checkbox"/>
11 Follow the rules of "netiquette" when communicating with others.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A E-mail messages.	<input type="checkbox"/>
B Basic options for sending and replying.	<input type="checkbox"/>
C How to send and receive attachments.	<input type="checkbox"/>
D How to use an address book.	<input type="checkbox"/>
E Why some computer users may have difficulty in sending and receiving e-mails with attachments.	<input type="checkbox"/>
F What to do about e-mails from unknown users.	<input type="checkbox"/>
G What viruses are and the problems they can cause.	<input type="checkbox"/>
H How using anti-virus software can help to keep risks to a minimum.	<input type="checkbox"/>
I Where and when to seek advice.	<input type="checkbox"/>
J What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

Operate a Computer Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Turn on and use a personal computer (PC) and printer.	<input type="checkbox"/>
2 Change basic settings. <ul style="list-style-type: none">• For example: volume, date and time	<input type="checkbox"/>
3 Access files on a computer hard drive or local storage media.	<input type="checkbox"/>
4 Use basic tools and techniques. <ul style="list-style-type: none">• For example: open, close, save and print files in folders	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What common types of computer hardware are.	<input type="checkbox"/>
B How to start up a computer.	<input type="checkbox"/>
C How to use common types of hardware.	<input type="checkbox"/>
D What the basic tools and functions of software applications can be used for.	<input type="checkbox"/>
E How to choose and use appropriate tools and functions for simple tasks.	<input type="checkbox"/>
F Health and safety risks to self in using IT.	<input type="checkbox"/>
G Health and safety risks to others from common hardware.	<input type="checkbox"/>
H What health and safety laws and guidelines affect the use of IT.	<input type="checkbox"/>

Internet and Intranets Level 1 (UV5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use a search engine to find and select appropriate information.	<input type="checkbox"/>
2 Use suitable techniques to make it easier to find useful information again (eg bookmarks or favourites) and to pass it on to others (eg sending web pages and web links via e-mail).	<input type="checkbox"/>
3 Keep records of where useful information came from.	<input type="checkbox"/>
4 Save the results of searches, so useful information can be found again.	<input type="checkbox"/>
5 Choose the source that is most likely to provide the information needed.	<input type="checkbox"/>
6 Locate information from various sources.	<input type="checkbox"/>
7 Choose information that is appropriate for what is needed.	<input type="checkbox"/>
8 Follow the rules of "netiquette" when communicating with others.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A How to connect to an intranet.	<input type="checkbox"/>
B What different types of hardware, software and connections can be used to access the Internet.	<input type="checkbox"/>
C How to reach useful information quickly.	<input type="checkbox"/>
D How to send information from the browser to others via e-mail.	<input type="checkbox"/>
E How to find the full web address for information.	<input type="checkbox"/>
F How to download images and files.	<input type="checkbox"/>
G How to complete on-line forms.	<input type="checkbox"/>
H The different types of information, such as: – factual information, creative work, opinions and information that is continually updated (or live) and interactive information – sources for finding information, such as guides and directories; and search engines to help find information.	<input type="checkbox"/>
I What risks there may be in downloading documents and software.	<input type="checkbox"/>
J Risks in sharing information, such as personal details.	<input type="checkbox"/>
K What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

Database software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Access database files.	<input type="checkbox"/>
2 Input data appropriately. For example: update fields or create new records	<input type="checkbox"/>
3 Deal appropriately with data that does not fit within pre-set parameters. For example: set number of lines, additional personal details or details of service required.	<input type="checkbox"/>
4 Save database files.	<input type="checkbox"/>
5 Check data for completeness, accuracy and security using automated facilities and online help.	<input type="checkbox"/>
6 Use simple queries to query data. For example: single criteria and sort.	<input type="checkbox"/>
7 Save data retrieved from the database appropriately.	<input type="checkbox"/>
8 Produce appropriate pre-defined reports from existing databases to meet user requirements. For example: using menus or short cuts.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What types of information the database has been designed for, such as names, addresses, phone numbers and dates.	<input type="checkbox"/>
B How to use a form designed for entering data into a database.	<input type="checkbox"/>
C How to find and retrieve information from a database.	<input type="checkbox"/>

Artwork and Imaging Software Level 1 (UV 10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. For example: create, open, save (as) and print.	<input type="checkbox"/>
2 Draw basic shapes.	<input type="checkbox"/>
3 Create artwork by combining text, pictures and other elements. For example: lines, boxes and arrows.	<input type="checkbox"/>
4 Download digital pictures from a camera.	<input type="checkbox"/>
5 Use basic tools and techniques appropriately. For example: insert clip art and digital images; align, rotate, flip and arrange drawing objects; cut, paste, crop, trim and resize drawing objects and pictures; and insert text and change the font, text and colour in drawing objects, artwork and pictures.	<input type="checkbox"/>
6 Check size, alignment and orientation of images.	<input type="checkbox"/>
7 Check the file format is suitable.	<input type="checkbox"/>
8 Use spell check, grammar check and word count to check the accuracy of simple text.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.	<input type="checkbox"/>
B How to produce simple artwork and images that are appropriate in terms of size, orientation and content. Simple artwork and images require limited understanding and skills to produce, for example simple shapes, clip art or a picture from a digital camera.	<input type="checkbox"/>
C How to save files in digital picture format (eg jpeg and psd), as bitmaps (bmp) and vector graphics (eg tiff, pct and gif).	<input type="checkbox"/>
D Which formats take up more or less space than others.	<input type="checkbox"/>
E What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

Evaluate the impact of IT Level 1 (UV 5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Decide what makes tasks easier using IT than other ways of doing things.	<input type="checkbox"/>
2 Work out any difficulties that people have to do with using IT.	<input type="checkbox"/>
3 Get help from an appropriate person or source when needed.	<input type="checkbox"/>
4 Seek advice from a colleague or expert about the most appropriate learning opportunities to meet any skills gaps identified.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What ways that using IT effects what people do, such as at home, work, school or other environment.	<input type="checkbox"/>
B How using the Internet or networked computers can help people to access information more easily than getting information in other ways.	<input type="checkbox"/>
C Health and safety risks to self in using IT.	<input type="checkbox"/>
D Health and safety risks to others from common hardware.	<input type="checkbox"/>
E What health and safety laws and guidelines affect the use of IT.	<input type="checkbox"/>
F Risks to data from people, such as theft, viruses or unauthorised access.	<input type="checkbox"/>
G Risks to data from the hardware or software not working properly, such as faults, errors or loss.	<input type="checkbox"/>
H Risks of receiving and opening attachments from e-mails.	<input type="checkbox"/>
I What different types of IT-based learning materials and activities are available, such as on CD-ROM or on the Internet.	<input type="checkbox"/>

IT Maintenance for Users Level 1 (UV5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Name and organise files and folders so that it is easy to find documents needed.	<input type="checkbox"/>
2 Back-up personal data to suitable storage media at appropriate intervals. • For example: to server or floppy disk	<input type="checkbox"/>
3 Delete unwanted personal files regularly to maintain performance.	<input type="checkbox"/>
4 Select suitable cleaning methods and materials.	<input type="checkbox"/>
5 Clean hardware to make it work efficiently. • For example: keyboard, mouse roller ball or vents	<input type="checkbox"/>
6 Clean hardware to keep them looking good.	<input type="checkbox"/>
7 Check own work conditions.	<input type="checkbox"/>
8 Check electrical connections.	<input type="checkbox"/>
9 Check arrangement of work-space.	<input type="checkbox"/>
10 Replace materials used in printers.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What maintenance can be done safely – and what should be left to experts.	<input type="checkbox"/>
B Why routine maintenance is important.	<input type="checkbox"/>
C What problems may happen if maintenance is not done.	<input type="checkbox"/>
D Health and safety risks to self in using IT.	<input type="checkbox"/>
E Health and safety risks to others from common hardware.	<input type="checkbox"/>
F What health and safety laws and guidelines affect the use of IT.	<input type="checkbox"/>

IT Security for Users Level 1 (UV 5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use a login identity (ID) and password to access computer systems.	<input type="checkbox"/>
2 Store personal data and software safely.	<input type="checkbox"/>
3 Back up data following recommended guidelines.	<input type="checkbox"/>
4 Use anti-virus software to protect applications.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Risks to data from people, such as theft, viruses or unauthorised access.	<input type="checkbox"/>
B Risks to data from the hardware or software not working properly, such as faults, errors or loss.	<input type="checkbox"/>
C Risks of receiving and opening attachments from e-mails.	<input type="checkbox"/>
D The importance of controlling access.	<input type="checkbox"/>
E Ways to control access to common hardware.	<input type="checkbox"/>
F What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

Specialist or bespoke software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. For example: create, open, save (as) and print.	<input type="checkbox"/>
2 Use basic techniques to combine information. For example: insert, size and position.	<input type="checkbox"/>
3 Use appropriate basic techniques for entering, editing and processing information when carrying out simple tasks. For example: insert and delete, cut, copy and paste, drag and drop, and find and replace.	<input type="checkbox"/>
4 Use appropriate techniques to check simple information. the accuracy of text, that figures are entered correctly, and the labelling and size of images, charts and diagrams	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Why the software that was used was appropriate for the task.	<input type="checkbox"/>
B What the basic tools and functions of software applications can be used for.	<input type="checkbox"/>
C How to choose and use appropriate tools and functions for simple tasks.	<input type="checkbox"/>

Use IT Systems Level 1 (UV5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Turn on and use a personal computer (PC) and printer.	<input type="checkbox"/>
2 Change basic settings. • For example: sound volume, date and time	<input type="checkbox"/>
3 Access files on a computer hard drive or local storage media.	<input type="checkbox"/>
4 Use a login identity (ID) and password to access computer systems.	<input type="checkbox"/>
5 Store personal data and software safely.	<input type="checkbox"/>
6 Back up data following recommended guidelines.	<input type="checkbox"/>
7 Use anti-virus software to protect applications.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What common types of computer hardware are.	<input type="checkbox"/>
B How to start up a computer.	<input type="checkbox"/>
C How to use common types of hardware.	<input type="checkbox"/>
D What errors often happen and how to sort them out, to do with common hardware and software.	<input type="checkbox"/>
E How to get information about the hardware, operating system and software being used that will help an expert to give advice on solving errors.	<input type="checkbox"/>
F Health and safety risks to self in using IT.	<input type="checkbox"/>
G Health and safety risks to others from common hardware.	<input type="checkbox"/>
H What health and safety laws and guidelines affect the use of IT.	<input type="checkbox"/>
I Risks to data from people, such as theft, viruses or unauthorised access.	<input type="checkbox"/>
J Risks to data from the hardware or software not working properly, such as faults, errors or loss.	<input type="checkbox"/>
K Risks of receiving and opening attachments from e-mails.	<input type="checkbox"/>
L How to contact an IT help desk or service.	<input type="checkbox"/>
M How to follow verbal instructions from an IT expert.	<input type="checkbox"/>
N Recognise there is a problem or error.	<input type="checkbox"/>
O Recognise the limits of own understanding and skills.	<input type="checkbox"/>

Use IT to Exchange Information Level 1 (UV5)

(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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic send commands. • For example: send to individuals, send carbon copies	<input type="checkbox"/>
2 Use basic reply commands. • For example: receive, forward, reply to individuals, reply to all and reply with history	<input type="checkbox"/>
3 Delete e-mail.	<input type="checkbox"/>
4 Send and open e-mails with attachments.	<input type="checkbox"/>
5 Save attachments to appropriate places.	<input type="checkbox"/>
6 Find e-mails.	<input type="checkbox"/>
7 Follow any rules and guidelines for sending and replying to e-mails.	<input type="checkbox"/>
8 Use a search engine to find and select appropriate information.	<input type="checkbox"/>
9 Use suitable techniques to make it easier to find useful information again (eg bookmarks or favourites) and to pass it on to others (eg sending web pages and web links via e-mail).	<input type="checkbox"/>
10 Keep records of where useful information came from.	<input type="checkbox"/>
11 Save the results of searches, so useful information can be found again.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A E-mail messages.	<input type="checkbox"/>
B Basic options for sending and replying.	<input type="checkbox"/>
C How to send and receive attachments.	<input type="checkbox"/>
D How to use an address book.	<input type="checkbox"/>
E Why some computer users may have difficulty in sending and receiving e-mails with attachments.	<input type="checkbox"/>
F What to do about e-mails from unknown users.	<input type="checkbox"/>
G What viruses are and the problems they can cause.	<input type="checkbox"/>
H How using anti-virus software can help to keep risks to a minimum.	<input type="checkbox"/>
I What risks there may be in downloading documents and software.	<input type="checkbox"/>
J Risks in sharing information, such as personal details.	<input type="checkbox"/>
K Where and when to seek advice.	<input type="checkbox"/>
L What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

Website software Level 1 (UV10)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Use basic file handling techniques for the software. • For example: create, open, save (as) and print	<input type="checkbox"/>
2 Use basic techniques to combine information. • For example: insert, size and position.	<input type="checkbox"/>
3 Use a web design template to plan layout and format, and create a simple website.	<input type="checkbox"/>
4 Use basic editing and formatting techniques appropriately. • For example: insert and delete, cut, copy and paste, drag and drop, and find and replace.	<input type="checkbox"/>
5 Format content using appropriate tools and techniques. • For example: fonts (typeface) and type style (eg bold or italic), image, chart and diagram size and orientation	<input type="checkbox"/>
6 Use spell check, grammar check and word count to check the accuracy of simple text.	<input type="checkbox"/>
7 Check size, alignment and orientation of images.	<input type="checkbox"/>
8 Check file format is suitable.	<input type="checkbox"/>
9 Upload content to web page template.	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.	<input type="checkbox"/>
B Single page websites, such as those with text, a photo and a background.	<input type="checkbox"/>
C What different features are used on websites, such as backgrounds, content, sound, frames, action buttons, links and hotspots.	<input type="checkbox"/>
D What features are used to help the user navigate round a website.	<input type="checkbox"/>
E What you like and don't like about single page websites.	<input type="checkbox"/>
F What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.	<input type="checkbox"/>

IT Trouble-Shooting for Users Level 1 (UV 5)

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 1 Checklist

WHAT YOU NEED TO DO	
1 Restart common hardware and software. <ul style="list-style-type: none">• For example: rebooting.	<input type="checkbox"/>
2 Identify the cause of common errors.	<input type="checkbox"/>
3 Use available resources to correct errors. <ul style="list-style-type: none">• For example: help menus or manufacturers' guidelines	<input type="checkbox"/>
WHAT YOU NEED TO KNOW AND UNDERSTAND	
A What errors often happen and how to sort them out, to do with common hardware and software.	<input type="checkbox"/>
B How to get information about the hardware, operating system and software being used that will help an expert to give advice on solving errors.	<input type="checkbox"/>
C How to contact an IT help desk or service.	<input type="checkbox"/>
D How to follow verbal instructions from an IT expert.	<input type="checkbox"/>
E Recognise there is a problem or error.	<input type="checkbox"/>
F Recognise the limits of own understanding and skills.	<input type="checkbox"/>

