

## Make Selective Use of IT Level 3

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Analyse the appropriateness and effectiveness of decisions and actions taken about the choice and use of software tools and techniques, in relation to the task or purpose involved.	<input type="checkbox"/>
2 Identify changes that could make similar tasks and purposes easier or more successful.	<input type="checkbox"/>
3 Verify information. <ul style="list-style-type: none"> <li>• For example: relevance, bias, validity, reliability and sufficiency.</li> </ul>	<input type="checkbox"/>
4 Help others to find and evaluate information.	<input type="checkbox"/>
5 Use the full range of IT software tools and techniques to structure information to suit complex tasks and different audience needs.	<input type="checkbox"/>
6 Review how to share own skills and understanding to help others.	<input type="checkbox"/>
7 Evaluate feedback given on work produced and take steps to improve any weaknesses.	<input type="checkbox"/>
8 Analyse the impact own work could have on other people or the organisation.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A What changes could be made to the way that the IT system and software was used to make tasks that are similar, easier or more successful in the future.	<input type="checkbox"/>
B How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
C What IT terms others may find difficult to understand.	<input type="checkbox"/>
D How to explain IT terms simply to others.	<input type="checkbox"/>



## Word Processing Software Level 3 (UV30)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Export and import, link objects between different software.	<input type="checkbox"/>
3 Make references to external data. For example: hyperlinks, object linking and embedding.	<input type="checkbox"/>
4 Use advanced techniques for combining or merging versions of information from different users.	<input type="checkbox"/>
5 Use advanced editing techniques appropriately. <ul style="list-style-type: none"> <li>For example: sorting and merging a data source with main document; changing security; authoring tools; creating, modifying and merging different versions; and improving efficiency for users (eg hyperlinks).</li> </ul>	<input type="checkbox"/>
6 Format complex word processing documents effectively using appropriate tools and techniques for sections and styles. <ul style="list-style-type: none"> <li>For example: sections – formatting text differently in each section; styles – create, rename and modify styles (eg characters, tabs and paragraphs).</li> </ul>	<input type="checkbox"/>
7 Use appropriate tools and techniques for creating, editing and formatting complex tables. <ul style="list-style-type: none"> <li>For example: convert text to tables and tables to text.</li> </ul>	<input type="checkbox"/>
8 Create suitable templates.	<input type="checkbox"/>
9 Change document structure. <ul style="list-style-type: none"> <li>For example: headings, footnotes, bookmarks, watermarks, captions and numbered paragraphs; and also cross-references to these, such as indexes and tables of content.</li> </ul>	<input type="checkbox"/>
10 Check that structure, style and formatting are used to aid meaning in complex text.	<input type="checkbox"/>
11 Customise menus and toolbars.	<input type="checkbox"/>
12 Automate common tasks. <ul style="list-style-type: none"> <li>For example: using macros</li> </ul>	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
B How to produce word processing documents that are complex in terms of content and meaning as well as the understanding, skills and techniques needed to produce them.	<input type="checkbox"/>

ITQ Evidence Review Sheet

**WORD PROCESSING SOFTWARE LEVEL 3**

Evidence Reference	Evidence Title	Assessment method	Skills and techniques												Knowledge and Understanding		
			1	2	3	4	5	6	7	8	9	10	11	12	A	B	

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

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

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

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

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

IV Initials (if sampled) and date: \_\_\_\_\_

Countersignature of qualified IV (if required) and date: \_\_\_\_\_

## Spreadsheet software Level 3 (UV35)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Export and import, link objects between different software.	<input type="checkbox"/>
3 Make references to external data. <ul style="list-style-type: none"> <li>For example: hyperlinks, object linking and embedding</li> </ul>	<input type="checkbox"/>
4 Use advanced techniques for combining or merging versions of information from different users.	<input type="checkbox"/>
5 Use advanced editing techniques appropriately in technically complex spreadsheets. <ul style="list-style-type: none"> <li>For example: hide and protect cells; create a wide range of types of chart; and create, modify and merge multiple copies of a shared workbook.</li> </ul>	<input type="checkbox"/>
6 Format complex spreadsheets for using appropriate tools and techniques for cells, conditional formatting, charts and pivot table reports. <ul style="list-style-type: none"> <li>For example: cells – data type; charts – font, number format, axis scale, colour, annotation and layout.</li> </ul>	<input type="checkbox"/>
7 Check the validity, relevance and accuracy of analysis and the interpretation of calculations and results.	<input type="checkbox"/>
8 Use appropriate functions and formulas in technically complex spreadsheets. <ul style="list-style-type: none"> <li>For example: look-up, arguments, arrays and formulas for validating data.</li> </ul>	<input type="checkbox"/>
9 Use appropriate tools and techniques for analysing complex data. <ul style="list-style-type: none"> <li>For example: retrieving text and data from a table or preformatted area on a web page; adding data restrictions; adding messages to data; data validation; using formula to determine valid entries for cells; displaying data according to interest; using pivot tables to create, rotate rows and columns and filter data by displaying different pages; and creating data maps with titles, text and pin maps.</li> </ul>	<input type="checkbox"/>
10 Use appropriate methods to present complex data. <ul style="list-style-type: none"> <li>For example: views, pivot tables and pivot table reports</li> </ul>	<input type="checkbox"/>
11 Customise menus and toolbars.	<input type="checkbox"/>
12 Automate common tasks. <ul style="list-style-type: none"> <li>For example: using macros.</li> </ul>	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
B How to produce spreadsheets that are technically complex in terms of content and analysis, as well as the understanding, skills and techniques needed to produce them.	<input type="checkbox"/>
C What methods can be used for complex data, such as to compare related totals or predict trends.	<input type="checkbox"/>



## Presentation software Level 3 (UV35)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Export and import, link objects between different software.	<input type="checkbox"/>
3 Make references to external data. For example: hyperlinks, object linking and embedding	<input type="checkbox"/>
4 Use advanced techniques for combining or merging versions of information from different users.	<input type="checkbox"/>
5 Use a wide range of editing techniques to produce technically complex and interactive presentations. For example: cutting, rendering and exporting video clips; digitising and cutting sound clips from a microphone	<input type="checkbox"/>
6 Check sound and moving images are edited appropriately.	<input type="checkbox"/>
7 Check that structure, style and formatting are used to communicate effectively.	<input type="checkbox"/>
8 Rehearse and check timing of a slide show.	<input type="checkbox"/>
9 Format technically complex and interactive presentations using appropriate tools and techniques. For example: creating a master slide to format consistently; using different formats in each section; and creating different slide transitions	<input type="checkbox"/>
10 Create interactive slides using time-line based tools.	<input type="checkbox"/>
11 Create new scenes using video editing software.	<input type="checkbox"/>
12 Play sound through a computer as part of a presentation.	<input type="checkbox"/>
13 Save presentation slides as a standalone show and as web pages.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
B How to produce technically complex and interactive presentations. Technically complex and interactive presentations need to be produced using time-line based tools and may include sound and moving images.	<input type="checkbox"/>
C How to include digitised sound and moving images, such as by recording sound through a computer, digitising sound from a microphone and capturing video.	<input type="checkbox"/>
D What sound and image formats are suitable.	<input type="checkbox"/>



## E-mail Software Level 3 (UV 25)

**(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 1<sup>st</sup> 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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Choose and use the most appropriate method of accessing e-mail.	<input type="checkbox"/>
2 Arrange for received e-mails to be re-directed to specific e-mail boxes.	<input type="checkbox"/>
3 Use advanced settings within e-mail software. <ul style="list-style-type: none"><li>• For example: manage junk e-mail or SPAM</li></ul>	<input type="checkbox"/>
4 Use advanced facilities and settings to improve the performance of e-mail. <ul style="list-style-type: none"><li>• For example: encryption software to protect e-mail from being read by external users.</li></ul>	<input type="checkbox"/>
5 Change file formats and encoding techniques to improve the readability of e-mail messages and attachments.	<input type="checkbox"/>
6 Choose and use an appropriate method for exchanging real time information. <ul style="list-style-type: none"><li>• For example: video and sound, virtual meeting software or live chat sessions.</li></ul>	<input type="checkbox"/>
7 Adjust the format of information to make it easier to exchange.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A Options for re-directing e-mails.	<input type="checkbox"/>
B What and how settings can be changed to effect what the e-mail software does and when.	<input type="checkbox"/>
C When and how to use encryption software.	<input type="checkbox"/>
D The benefits and limitations of different access methods.	<input type="checkbox"/>
E How to identify whether problems are local (eg software or network errors) or linked to the service provided by the ISP.	<input type="checkbox"/>
F What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
G How to communicate with people about the laws and guidelines.	<input type="checkbox"/>



## Operate a Computer Level 3 (UV30)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Connect most types of hardware and storage media safely.	<input type="checkbox"/>
2 Access remote networks and network software.	<input type="checkbox"/>
3 Select the most suitable and efficient method and media for storing and transferring data.	<input type="checkbox"/>
4 Take account of data transmission speeds.	<input type="checkbox"/>
5 Choose and use a wide range of tools and techniques to make the most of different types of software.	<input type="checkbox"/>
6 Install other hardware and computer components effectively.	<input type="checkbox"/>
7 Install operating system upgrades effectively.	<input type="checkbox"/>
8 Customise menus and toolbars in most types of software.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to choose, use and connect appropriate combinations of hardware.	<input type="checkbox"/>
B How to exploit the capabilities of most of the tools and functions of software applications.	<input type="checkbox"/>
C How to explain health and safety risks to others.	<input type="checkbox"/>
D What action can be taken to avoid health and safety risks to other people and hardware.	<input type="checkbox"/>
E What compatibility issues may be caused by the interaction of hardware, software and operating systems.	<input type="checkbox"/>
F How to avoid compatibility issues.	<input type="checkbox"/>
G How much data transmission speeds vary.	<input type="checkbox"/>
H What effect variations have on different ways of transmitting, receiving and saving data.	<input type="checkbox"/>



## Internet and Intranets Level 3 (UV25)

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

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Choose a search engine that is appropriate for the information that is needed.	<input type="checkbox"/>
2 Carry out searches efficiently. <ul style="list-style-type: none"> <li>• use meta search engines, wild cards, AND or NOT (Boolean notation).</li> </ul>	<input type="checkbox"/>
3 Verify information. <ul style="list-style-type: none"> <li>• relevance, bias, validity, reliability and sufficiency</li> </ul>	<input type="checkbox"/>
4 Help others to find and evaluate information	<input type="checkbox"/>
5 Choose and use an appropriate method for exchanging real time information. <ul style="list-style-type: none"> <li>• video and sound, virtual meeting software or live chat sessions.</li> </ul>	<input type="checkbox"/>
6 Adjust the format of information to make it easier to exchange.	<input type="checkbox"/>
7 Maintain the performance of browser software by monitoring settings.	<input type="checkbox"/>
8 Gather information about how the connection will be used.	<input type="checkbox"/>
9 Consider different connection methods, speeds and costs.	<input type="checkbox"/>
10 Choose and recommend a method that is fit for purpose.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A The benefits and limitations of different types of connection, hardware and software for internet and intranet access.	<input type="checkbox"/>
B What issues may affect some groups of users, such as people with disabilities or starting to learn how to access information.	<input type="checkbox"/>
C How to gather information about how the connection will be used. Consider different connection methods, speeds and costs. Choose and recommend a method that is fit for purpose.	<input type="checkbox"/>
D How the performance of a browser can be maintained using settings.	<input type="checkbox"/>
E How to help other users maintain the performance of their browser.	<input type="checkbox"/>
F What meta search engines are and how to use them.	<input type="checkbox"/>
G Opportunities to post or publish material to websites.	<input type="checkbox"/>
H Opportunities to create websites.	<input type="checkbox"/>
I How to set up protection against risks.	<input type="checkbox"/>
J How to limit the access that other users can have to the Internet.	<input type="checkbox"/>
K What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
L How to communicate with people about the laws and guidelines.	<input type="checkbox"/>



## Database software Level 3 (UV 35)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Create forms for data entry.	<input type="checkbox"/>
2 Import data from external sources. <ul style="list-style-type: none"> <li>For example other databases or spreadsheets.</li> </ul>	<input type="checkbox"/>
3 Modify field characteristics within a multiple-table database.	<input type="checkbox"/>
4 Establish data file relationships that enable appropriate information to be retrieved while maintaining the integrity of the data. <ul style="list-style-type: none"> <li>For example primary key and file relationships</li> </ul>	<input type="checkbox"/>
5 Link data with other software applications. <ul style="list-style-type: none"> <li>For example spreadsheets or word processing</li> </ul>	<input type="checkbox"/>
6 Use appropriate tools and techniques to format and layout database fields, tables, forms, records and reports from multiple-table databases. <ul style="list-style-type: none"> <li>For example font, colour, column and row</li> </ul>	<input type="checkbox"/>
7 Create styles for fields, tables, forms, records and reports within multiple-table databases.	<input type="checkbox"/>
8 Check data integrity, formatting and any links with other applications.	<input type="checkbox"/>
9 Modify the method used to query data to meet different requirements. <ul style="list-style-type: none"> <li>For example database file relationships and multiple queries</li> </ul>	<input type="checkbox"/>
10 Plan and produce reports from multiple-table databases.	<input type="checkbox"/>
11 Produce reports for use by external applications. <ul style="list-style-type: none"> <li>For example word processing</li> </ul>	<input type="checkbox"/>
12 Customise menus and toolbars.	<input type="checkbox"/>
13 Automate common tasks. <ul style="list-style-type: none"> <li>For example macros</li> </ul>	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A The purpose of relationships in multiple-table databases.	<input type="checkbox"/>
B How relationships are established in multiple-table databases.	<input type="checkbox"/>
C How data is structured in a multiple-table database.	
D What logical operators are and how to use them.	
E What characteristics fields may have in a multiple-table database, such as primary key and relationships with other fields.	
F How field characteristics can facilitate queries and reports and can be used to validate data.	
G What issues there are about handling data, such as completeness of data, data consistency and data redundancy.	
H Ways to balance different issues in handling data.	
I How to maintain data integrity in a multiple-table database.	



## Artwork and Imaging Software Level 3 (UV 35)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Create technically complex artwork and images in a variety of different software tools and techniques. <ul style="list-style-type: none"> <li>images using layers for different elements (eg background, picture and text), artwork with bleeds and crossovers, or three dimensional (3D) objects and pictures</li> </ul>	<input type="checkbox"/>
3 Take account of the following when creating artwork and images: image resolution, and method of display or printing.	<input type="checkbox"/>
4 Use editing techniques that are appropriate to the package. <ul style="list-style-type: none"> <li>formatting, text flow, columns, linking text, text artwork and images wrap, picture boxes, frames, picture usage, style sheets, templates and layout grids using DTP software; transform, scale, rotate, distort, filters, effects, colour balance, levels and curves, masks and layers using image manipulation software; and layering, grouping, three dimensional (3D) objects and tracing using illustration software</li> </ul>	<input type="checkbox"/>
5 Change the resolution, colour depth and file format of images to suit different uses.	<input type="checkbox"/>
6 Adjust images to ensure compatibility between different software and operating systems.	<input type="checkbox"/>
7 Check that the colour depth and file format are suitable.	<input type="checkbox"/>
8 Check speed of loading images on a web browser, where appropriate.	<input type="checkbox"/>
9 Check compatibility of images with different software and operating systems, where appropriate.	<input type="checkbox"/>
10 Check that structure, style and formatting are used to aid meaning in complex text.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
B How to produce technically complex artwork and images that communicate effectively. Technically complex artwork and images involve considerable understanding, skills and techniques to produce, such as creating and using style sheets in DTP software or creating and using masks and layers in image manipulation or illustration software.	<input type="checkbox"/>
C The concepts and limitations of different image file formats.	<input type="checkbox"/>
D What impact of file format, compression technique, image resolution and colour depth have on file size and image quality.	<input type="checkbox"/>
E How to save files efficiently and effectively for the intended use.	<input type="checkbox"/>
F What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
G How to communicate with people about the laws and guidelines.	<input type="checkbox"/>

ITQ Evidence Review Sheet

**Artwork and Imaging Software LEVEL 3**

Evidence Reference	Evidence Title	Assessment method	Skills and techniques										Knowledge and Understanding						
			1	2	3	4	5	6	7	8	9	10	A	B	C	D	E	F	G

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

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

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

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

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

IV Initials (if sampled) and date: \_\_\_\_\_

Countersignature of qualified IV (if required) and date: \_\_\_\_\_

## Evaluate the impact of IT Level 3 (UV 25)

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

<b>WHAT YOU NEED TO DO</b>	
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"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
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"/>

## EVALUATE THE IMPACT OF IT LEVEL 2 Checklist

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

## EVALUATE THE IMPACT OF IT LEVEL 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Check that sufficient information has been gathered to be able to make informed judgements about using IT.	<input type="checkbox"/>
2 Identify appropriate criteria and use them to evaluate the benefits and drawbacks of where, when, how and by whom IT is used.	<input type="checkbox"/>
3 Draw fair and valid conclusions about how IT is used.	<input type="checkbox"/>
4 Make recommendations about the use of IT.	<input type="checkbox"/>
5 Give advice to other people about how to use IT and correct IT errors.	<input type="checkbox"/>
6 Help others to identify skills gaps and learning needs.	<input type="checkbox"/>
7 Help others to find information about developments in the use of IT.	<input type="checkbox"/>
8 Choose the best methods for individuals or groups to learn IT skills.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A What social, economic, environmental, ethical and moral issues affect own and other people's use of IT.	<input type="checkbox"/>
B How opportunities for e-commerce are changing the ways businesses sell and market their products and services and interact with their customers.	<input type="checkbox"/>
C How effectively IT is used within an organisation, such as by: <ul style="list-style-type: none"> <li>• comparing how individuals, departments and the whole organisation uses IT;</li> <li>• identifying improvements to what and how IT is used;</li> <li>• analysing the costs and benefits of making changes to the use of IT; or</li> <li>• assessing the use of IT when developing an overall business improvement strategy.</li> </ul>	<input type="checkbox"/>
D What effects there may be on people that: <ul style="list-style-type: none"> <li>• cannot use IT; or</li> <li>• cannot access information using IT.</li> </ul>	<input type="checkbox"/>
E How to explain health and safety risks to others.	<input type="checkbox"/>
F What action can be taken to avoid health and safety risks to other people and hardware.	<input type="checkbox"/>
G Risks to computers and computer networks linked to the Internet.	<input type="checkbox"/>
H Risks from disasters or other unforeseen events.	<input type="checkbox"/>
I How to help other people's learning using IT.	<input type="checkbox"/>







## IT Maintenance for Users Level 3 (UV 25)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Monitor performance and take any necessary action to keep performance effective.	<input type="checkbox"/>
2 Select suitable cleaning methods and materials.	<input type="checkbox"/>
3 Clean hardware to make it work efficiently. <ul style="list-style-type: none"> <li>• For example: keyboard, mouse roller ball or vents</li> </ul>	<input type="checkbox"/>
4 Clean hardware to keep them looking good.	<input type="checkbox"/>
5 Check others health and safety.	<input type="checkbox"/>
6 Use system maintenance tools to maintain system performance. <ul style="list-style-type: none"> <li>• For example: de-fragmenting a hard disc</li> </ul>	<input type="checkbox"/>
7 Monitor and change basic input/output settings (BIOS), where necessary.	<input type="checkbox"/>
8 Review the features and settings of hardware, make changes where necessary to improve economy, efficiency and performance.	<input type="checkbox"/>
9 Uninstall software.	<input type="checkbox"/>
10 Install maintenance updates.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A What help others may need to carry out maintenance and how to give it to them.	<input type="checkbox"/>
B How to explain health and safety risks to others.	<input type="checkbox"/>
C What action can be taken to avoid health and safety risks to other people and hardware.	<input type="checkbox"/>
D The importance of keeping informed about the potential improvements that upgrades bring and the drawbacks that may be involved in not upgrading.	<input type="checkbox"/>
E What information may be needed to take decisions about upgrades, such as possible benefits, negative effects and returns on investment.	<input type="checkbox"/>



## IT Security for Users Level 3 (UV25)

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

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Consider and evaluate levels of security risk for different users.	<input type="checkbox"/>
2 Use settings on the operating system to provide different levels of access for different users.	<input type="checkbox"/>
3 Improve the use of passwords and other methods of protecting data and software.	<input type="checkbox"/>
4 Use and maintain contingency systems to keep the effects of security breaches to a minimum.	<input type="checkbox"/>
5 Make recovery plans to deal with the effects of disasters and other unforeseen events.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A Risks to computers and computer networks linked to the Internet.	<input type="checkbox"/>
B Risks from disasters or other unforeseen events.	<input type="checkbox"/>
C How to improve the protection of data.	<input type="checkbox"/>
D Ways to provide different levels of access for different users.	<input type="checkbox"/>
E How to improve protection from unauthorised remote access, such as using firewalls.	<input type="checkbox"/>
F What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
G How to communicate with people about the laws and guidelines.	<input type="checkbox"/>



# Specialist or bespoke software Level 3 (UV30)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Export and import, link objects between different software.	<input type="checkbox"/>
3 Make references to external data. For example: hyperlinks, object linking and embedding	<input type="checkbox"/>
4 Use advanced techniques for combining or merging versions of information from different users.	<input type="checkbox"/>
5 Carry out technically complex tasks that exploit the capabilities of the software tools and techniques for entering, editing and processing information. For example: working with extensive and technically complex information; customising the functions of the application to make it more efficient; modifying the way the information is analysed or presented; or planning and setting up new ways of analysing, processing or presenting information.	<input type="checkbox"/>
6 Use appropriate techniques to check technically complex information.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A What changes could be made to the way that the software was used to make tasks that are similar, easier or more successful in the future.	<input type="checkbox"/>
B How to exploit the capabilities of most of the tools and functions of software applications.	<input type="checkbox"/>



## Use IT Systems Level 3 (UV25)

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

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Connect most types of hardware and storage media safely.	<input type="checkbox"/>
2 Access remote networks and network software.	<input type="checkbox"/>
3 Consider and evaluate levels of security risk for different users.	<input type="checkbox"/>
4 Use settings on the operating system to provide different levels of access for different users.	<input type="checkbox"/>
5 Improve the use of passwords and other methods of protecting data and software.	<input type="checkbox"/>
6 Use and maintain contingency systems to keep the effects of security breaches to a minimum.	<input type="checkbox"/>
7 Make recovery plans to deal with the effects of disasters and other unforeseen events.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to choose, use and connect appropriate combinations of hardware.	<input type="checkbox"/>
B What technically complex or serious errors and problems may occur and how to respond to them, to do with: installing software; dial-up networking and modem connections; other ways of connecting to the Internet; and intermittent errors.	<input type="checkbox"/>
C How to explain health and safety risks to others.	<input type="checkbox"/>
D What action can be taken to avoid health and safety risks to other people and hardware.	<input type="checkbox"/>
E Risks to computers and computer networks linked to the Internet.	<input type="checkbox"/>
F Risks from disasters or other unforeseen events.	<input type="checkbox"/>
G How to give advice to other users about common errors.	<input type="checkbox"/>
H Where and how to find advice on complex or serious technical errors.	<input type="checkbox"/>



## Use IT to Exchange Information Level 3 (UV25)

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

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

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

### Some Suggestions...

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

### At INTRODUCTORY LEVEL 1 your work is likely to involve:

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

### What proof you need

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

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

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

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

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

### What proof you need

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

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

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

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

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

### What proof you need

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

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

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

## Some Suggestions

Send a work based email to a group of colleagues

The email must:

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

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

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

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

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

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

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

## USE IT TO EXCHANGE INFORMATION LEVEL 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Choose and use the most appropriate method of accessing e-mail.	<input type="checkbox"/>
2 Arrange for received e-mails to be re-directed to specific e-mail boxes.	<input type="checkbox"/>
3 Use advanced settings within e-mail software. <ul style="list-style-type: none"> <li>For example: manage junk e-mail or SPAM</li> </ul>	<input type="checkbox"/>
4 Choose a search engine that is appropriate for the information that is needed.	<input type="checkbox"/>
5 Carry out searches efficiently. <ul style="list-style-type: none"> <li>For example: using meta search engines, wild cards, AND or NOT (Boolean notation).</li> </ul>	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A Options for re-directing e-mails.	<input type="checkbox"/>
B What and how settings can be changed to effect what the e-mail software does and when.	<input type="checkbox"/>
C When and how to use encryption software.	<input type="checkbox"/>
D The benefits and limitations of different access methods.	<input type="checkbox"/>
E How to change e-mail and browser settings to improve protection against risks.	<input type="checkbox"/>
F How to identify whether problems are local (eg software or network errors) or linked to the service provided by the ISP.	<input type="checkbox"/>
G What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
H How to communicate with people about the laws and guidelines.	<input type="checkbox"/>



## Website software Level 3 (UV35)

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Convert files to another suitable format, where necessary.	<input type="checkbox"/>
2 Export and import, link objects between different software.	<input type="checkbox"/>
3 Make references to external data. <ul style="list-style-type: none"> <li>For example: hyperlinks, object linking and embedding</li> </ul>	<input type="checkbox"/>
4 Use advanced techniques for combining or merging versions of information from different users.	<input type="checkbox"/>
5 Use appropriate web tools and techniques to create appropriate multiple-page websites with interactive features. <ul style="list-style-type: none"> <li>For example: using appropriate programming language to create code; adding multi-media content to web pages; setting up a secure area, a message board or e-mail link; testing a website on a range of hardware and software specifications; and increasing the chance of people visiting the website.</li> </ul>	<input type="checkbox"/>
6 Use a wide range of tools and techniques to produce complex content for interactive websites. <ul style="list-style-type: none"> <li>For example: creating tables and templates; using cascading style sheets; frames, templates and colour schemes; and files to make them easier to download.</li> </ul>	<input type="checkbox"/>
7 Check that structure, style and formatting are used to aid meaning in complex text.	<input type="checkbox"/>
8 Check that the colour depth and file format are suitable.	<input type="checkbox"/>
9 Check speed of loading images on a web browser, where appropriate.	<input type="checkbox"/>
10 Check compatibility of images with different software and operating systems, where appropriate.	<input type="checkbox"/>
11 Improve the loading speed of a website.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.	<input type="checkbox"/>
B Interactive web pages that allow the user to do things, such as leave messages, chat or fill in forms.	<input type="checkbox"/>
C What security features are used for e-commerce websites.	<input type="checkbox"/>
D What features and strategies are used to increase the chance of people visiting websites, such as meta tags and marketing.	<input type="checkbox"/>
E The difference between interactive web pages and e-commerce websites.	<input type="checkbox"/>
F The benefits and drawbacks of different features for the owner.	<input type="checkbox"/>
G What other people need to know about the laws and guidelines that affect using IT.	<input type="checkbox"/>
H How to communicate with people about the laws and guidelines.	<input type="checkbox"/>
I How to increase accessibility for different users.	<input type="checkbox"/>
J How to improve down load speed for users.	<input type="checkbox"/>



## IT Trouble-Shooting for Users Level 3 (UV25)

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

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 3 Checklist

<b>WHAT YOU NEED TO DO</b>	
1 Restart from complex or serious errors. <ul style="list-style-type: none"><li>• For example: unrecoverable system failure</li></ul>	<input type="checkbox"/>
2 Collect information about the problem.	<input type="checkbox"/>
3 Diagnose technically complex or serious errors correctly.	<input type="checkbox"/>
4 Work out how to correct such errors.	<input type="checkbox"/>
5 Plan how to avoid and correct similar errors in the future.	<input type="checkbox"/>
<b>WHAT YOU NEED TO KNOW AND UNDERSTAND</b>	
A What technically complex or serious errors and problems may occur and how to respond to them, to do with: installing software; dial-up networking and modem connections; other ways of connecting to the Internet; and intermittent errors.	<input type="checkbox"/>
B How to give advice to other users about common errors.	<input type="checkbox"/>
C Where and how to find advice on more complex or serious technical errors.	<input type="checkbox"/>
D What compatibility issues may be caused by the interaction of hardware, software and operating systems.	<input type="checkbox"/>
E How to avoid compatibility issues.	<input type="checkbox"/>

