

**USING INFORMATION COMMUNICATION TECHNOLOGY – LEVEL 1 –**  
**CCA014-01**

Candidates are required to successfully complete eight (8) units to gain the qualification – **five (5)** mandatory units and any **three (3)** optional units that do not have content that overlaps to any great degree of significance. **Optional units** should be selected as follows: **one (1)** from **Group B** and **two (2)** from **Group C**.

**Mandatory Units: Group A**

**Unit Number**

**Mandatory Units: Group A (All must be completed)**

1	Make Selective Use of ICT	<b>U23901</b>
2	Operate a Computer System	<b>U24001</b>
3	Maintain a Safe and Healthy ICT Working Environment	<b>U24101</b>
4	Produce Documents Using Word Processing Software	<b>U24201</b>
5*	Use E-mail	<b>U24301</b>

**Optional Units: Group B (Choose 1)**

**General**

6	Trouble-shoot ICT Problems (for users)	<b>U24401</b>
7	Maintain ICT (for users)	<b>U24501</b>
8	Evaluate the Impact of ICT	<b>U24601</b>

**Optional Units: Group C (Choose 2)**

**Office Support Applications**

9	Use Spreadsheet Software	<b>U24701</b>
10	Use Database Software	<b>U24801</b>
11	Use Customised Software	<b>U24901</b>

**Web-base Applications**

12	Use Internet and Intranets	<b>U25001</b>
13	Use Website Software	<b>U25101</b>
14*	Use ICT to Exchange Information	<b>U25201</b>

**Graphical Applications**

15	Use Artwork and Imaging Software	<b>U25301</b>
16	Produce Presentations	<b>U25401</b>

\*Candidates may not claim both units 5 and 14 towards their NVQ due to an overlap in content.

It is envisaged that only in exceptional circumstances will a candidate meet the requirements of this qualification with less than six months relevant experience.

**U23901: Make selective use of ICT**

## Unit Descriptor:

This unit is suitable for you if your work involves the working out of how to use ICT for simple tasks (e.g. producing a letter, making a slide for a presentation, recording spending, keeping addresses, sending a message or drawing boxes and arrows to highlight information).

**At the end of this unit you will be able to:**

Work out how to use ICT for simple tasks and purposes.

**ELEMENT****PERFORMANCE CRITERIA**

## 1. Make selective use of ICT

*To be competent you must achieve the following:*

- 1.1 Describe what you are doing.
- 1.2 Give simple reasons for choosing and using **software tools and techniques** that match tasks and uses.

**Find and evaluate**

- 1.3 Choose the source that is most likely to provide the information needed.
- 1.4 Locate information from various sources.
- 1.5 Choose information that is appropriate for what is needed.

**Organise**

- 1.6 Choose and use an appropriate format for organising information when carry out simple tasks.

**Review**

- 1.7 Identify the effect that own mistakes have on other people at work, with help and advice from other people.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Software tools and techniques for:**

- (i) organizing information
- (ii) creating documents or files by using integrated software features
- (iii) formatting data.
- (iv) finding files on hardware
- (v) finding information on internet

**UNDERPINNING KNOWLEDGE AND SKILLS****Purposes**

1. Why the ICT systems and software that was used was appropriate for the task.

**Produce information**

2. Know who and what the information is for, where it will be used (e.g. on screen or hard copy) and when it is needed.

**Terms for ICT**

3. What and how to use the correct terms for: Types of hardware being used; and basic tools and techniques in software being used.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce at least **two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you can use software tools and techniques to do **all** of the following:

1.
  - i. Organising information
  - ii. Creating documents or files by using integrated software features
  - iii. Formatting data.
  - iv. Finding files on hardware
  - v. Finding information on internet
2. Demonstrate skills and techniques from at least two of the optional units you have chosen.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

#### Internet and intranets

Typical task size: Download and organize information, web pages, pdf files etc. following a theme.

Observation by your assessor of you:

- Searching for information on one subject using simple search criteria from various sources
- Choosing one set of suitable information
- Selecting and organising bookmarked pages into groups

#### E-mail

Typical task size: Approximately half page of e-mail plus an attachment, plus some organization of recipients and folders.

Observation by your assessor of you:

- Searching for e-mails with common recipients, senders etc., in current folders
- Arranging e-mails into groups
- Maintaining address book entries

**Word Processing Software**

Typical task size: Produce one page of work on an appropriate size paper.

Observation by your assessor of you:

- Using text search facility to locate information on a text document of about five A4 pages
- Arranging information into a simple format in a WP document
- Organise files into a simple file structure

**Spreadsheet Software**

Typical task size: Produce one page of work on an appropriate size paper.

Observation by your assessor of you:

- Searching for cells and groups of cells containing data for a particular type
- Entering data and presenting it in a suitable format
- Organising files into a simple file structure

**Database Software**

Typical task size: Data array covering one page of work on an appropriate size paper.

Observation by your assessor of you:

- Searching for single criteria data
- Organising database queries into a logical sequence and correlate reports

**Artwork & Imaging Software**

Typical task size: Produce one page of work on an appropriate size paper including a simple image and some text.

Observation by your assessor of you:

- Using search facilities to locate suitable image files (clip art, photographs etc.) for a given task
- Evaluating for size and format
- Creating documents containing simple artwork and other images that are ordered and formatted correctly.
- Organise files into a simple file structure

**Website Software**

Typical task size: A single web page of approximately A4 length or another appropriate size with simple navigation and image and some text.

Observation by your assessor of you:

- Using search facilities to locate suitable content for the web pages (i.e. information, simple images etc.)
- Creating single web pages that function correctly and are simple to use and easy to read (e.g. appropriate font contract etc.)

**Presentation Software**

Typical task size: A presentation of about five slides to include text and a simple diagram or other image.

Observation by your assessor of you:

- Using search facilities to locate suitable content for the presentation (i.e. information, simple images, etc.)
- Creating a presentation so that the slides are in the correct order, and it can be controlled by the user and is easy to find.

**Customised Software**

Typical task size: Categorise software to nearest equivalent (WP, DB etc.) and use corresponding criteria.

Observation by your assessor of you:

- Categorising software to nearest equivalent (WP, DB etc.) and using corresponding criteria.
- Organise files into a simple file structure.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

## U24001: Operate a computer system

### Unit Descriptor:

This unit is suitable for you if your work involves turning on and using a personal computer (PC) system safely and securely (e.g., keyboard, mouse, screen and printer); and the use of common types of software for simple tasks (e.g., producing a letter or sending an e-mail).

#### At the end of this unit you will be able to:

Carry out the initial steps needed to use a PC, and make use of common types of hardware and software while complying with relevant safety and security requirements.

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Operate a computer system

*To be competent you must achieve the following:*

#### Turn on/and Shut down

- 1.1 **Turn on** and use a personal computer and printer.
- 1.2 Change **basic system settings**.
- 1.3 **Shut down** safely.

#### Access

- 1.4 Access files on a computer hard drive or **storage media**.

#### Tools and techniques

- 1.5 Identify PC operating system.
- 1.6 Use basic **tools and techniques** to open, close, save, and place files in folders.

#### Protect

- 1.7 Use a login identity (ID) and password to access computer systems.
- 1.8 Store personal data and software safely.
- 1.9 Use anti-virus software to protect applications.



**RANGE STATEMENT**

*You must cover the items below:*

**A. Turn on safely:**

- i. system's unit
- ii. printer

**B. Shut down safely:**

- i. system's unit
- ii. printer

**C. Basic Settings:**

- i. sound
- ii. volume
- iii. date and time

**D. Storage Media:**

- i. hard Drives
- ii. optical disks
- iii. USB memory drive

**E. Tools and techniques:**

- i. menus
- ii. dialog boxes
- iii. toolbars
- iv. buttons
- v. icons
- vi. folders or directories
- vii. print

## UNDERPINNING KNOWLEDGE AND SKILLS

### Types of computer hardware

1. What are common types of computer hardware.
2. How to start up and shut down a PC safely.
3. How to use common types of hardware

### Tools and functions

4. What are the basic tools and functions of software applications.
5. How to choose and use appropriate tools and functions for simple tasks.
6. How to print.

### Health and safety issues

7. Health and safety risks to self in using ICT.
8. Health and safety risks to others from common hardware.

### Security risks

9. Risks to data, such as theft, viruses or unauthorised access, natural disasters, and fire.
10. Risks to data from the hardware or software failure.
11. Risks of receiving and opening files, e-mails, downloads and instant messages etc.

### Control access

12. The importance of controlling access.
13. Ways to control access to common hardware.

### Laws and guidelines

14. What legislation (e.g. Computer Misuse Act, 2005 – 4) and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or Organisation.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- i. Turn on/and shut down a computer and printer safely.
- ii. Access files on **three** of the storage media listed below including hard drive and any two others:
  - Hard drives
  - Optical disks
  - USB memory drive
- iii. Demonstrate the use of **all**:
  - Menus
  - Dialog boxes
  - Toolbars
  - Buttons
  - Icons
  - Folders or directories
  - Printing
- iv. Use tools and techniques to protect software and data by:
  - Using a login identity (ID) and password to access computer systems.
  - Storing data and software safely.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Typical task size:

- Turn on and shut down a computer and a printer safely.
- Using common storage media
- Using common software tools and techniques while using software applications to produce ordinary routine documents.
- Using common features of the operating system.
- Produce a printed copy.
- Protect software and data in different ways.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

## U24101: Maintain a safe and healthy ICT working environment

### Unit Descriptor:

The basis of safety and health legislation is the Safety and Health at Work Act, 2005 – 12. The Act sets out the general duties that employers have towards employees and members of the public, and employees have to themselves and to each other.

#### At the end of this unit you will be able to:

Comply with relevant Safety & Health requirements and Policies in the workplace and check your own working practices and work area for any risk of you or others being harmed. Recognise the risk arising from any hazards you have identified and know which you can deal with safely yourself, and those you must report to the ‘responsible person’ for attention.

Show you have taken steps to reduce those safety and health risks with which you might come into contact during the course of your work in accordance with instructions and workplace requirements.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

1. Maintain a safe and healthy ICT working environment

#### Safety and Health Regulations and Requirements

- 1.1 Comply with organisational Safety and Health regulations.
- 1.2 Name correctly and locate the persons responsible for safety and health in the workplace.
- 1.3 Carry out your working practices in accordance with legal requirements.

#### Safety and health risks

- 1.4 Identify those aspects of the workplace which present a health or safety risk and could harm yourself or other persons.
- 1.5 Report to the persons responsible for those hazards which present a high **risk** to safety and health in the workplace.

- 1.6 Rectify those safety and health risks within your capability and the scope of your job responsibilities.

#### **Safety and health workplace policies**

- 1.7 Identify which workplace policies are relevant to your working practices.
- 1.8 Show that your personal conduct in the workplace does not endanger the safety and health of yourself or other persons.
- 1.9 Follow the **workplace policies** and suppliers' or manufacturers' instructions for the safe use of equipment, and materials.
- 1.10 Prepare a **personal Statement** on how a safe and healthy ICT work environment is maintained.

#### **Safety & Health Regulations and requirements**

- 1.11 Report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate.
- 1.12 Follow safety and health regulations and organizational procedures in the event of a fire or event requiring evacuation

#### **Ergonomic principles**

- 1.13 Practice ergonomic principles so as to avoid poor work habits which contribute to musculoskeletal disorders for many people who spend long hours seated at a computer.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Follow regulations and requirements**

- i. manufacturer
- ii. organisation
- iii. legislation

**B. Recognise risks resulting from:**

- i. the use and maintenance of machinery or equipment
- ii. working practices which do not conform to laid down policies.
- iii. unsafe behaviour
- iv. accidental breakages and spillages
- v. environmental factors

**C. Follow Workplace policies covering:**

- i. the use of safe working methods and equipment
- ii. the safe use of hazardous substances
- iii. smoking, eating, drinking and drugs
- iv. what to do in the event of an emergency
- v. personal presentation

**D. Avoid poor work habits:**

- i. wrists misaligned or excessive force used with a keyboard
- ii. poor posture used with an incorrect seating height
- iii. a monitor incorrectly positioned, resulting in eye strain and vision problems
- iv. inappropriate lighting, causing glare on monitors and other work surfaces

**UNDERPINNING KNOWLEDGE AND SKILLS**

To ensure that your actions reduce risks to safety and health, you should know and understand the following aspects of safety and health legislation:

1. Why it is important to comply with health and safety regulations
2. Your legal duties for safety and health in the workplace as required by the Safety and Health at work Act, 2005-12.
3. Your duties for safety and health as defined by any specific legislation covering your job role.
4. What hazards may exist in your workplace and the difference between a hazard and a risk.
5. The harmful effects of electricity.
6. The improper use of equipment such as:
  - Display screens
  - Systems unit and its peripherals
7. The particular safety and health risks which may be present in your own job role and the precautions you must take.
8. The importance of remaining alert to the presence of hazards in the whole workplace.
9. The importance of dealing with or promptly reporting risks.
10. The requirements and guidance on the precautions.
11. Agreed workplace procedures relating to controlling risks to safety and health.
12. Responsibilities for safety and health in your job description.
13. The responsible persons to whom to report safety and health matters.
14. The importance of personal presentation in maintaining safety and health in the workplace.
15. The importance of personal conduct in maintaining the safety and health of yourself and others.
16. Workplace procedures for handling risks which you are unable to deal with.



## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

1. Performance evidence for this unit will be assessed while demonstrating competence in other units. The performance evidence selected must be provided against each of the performance criteria of this unit and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of your ability to perform competently across all the range items listed. This performance evidence must be provided from real working practice. In order to demonstrate competence you must be able to show consistent competent performance.
2. The assessor must see performance evidence for each of the range items appropriate to your own workplace context. Performance evidence must show from the range that you have:
  - Identified a minimum of **two** types of **risks** listed:
    - i. Manufacturers
    - ii. Organisation
    - iii. Legislation
  - Identify a minimum of **four workplace policies**.
3. The assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this unit. Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for the unit, and for the specific knowledge required.
4. Your performance evidence should show that you are able to comply with regulations.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size:

Observation of you by your assessor:

1. Practicing health and safety when completing ICT tasks in the work place.
2. Complying with the following when completing ICT tasks in the work place:
  - i. Manufacturers guidelines
  - ii. Health and safety guidelines
  - iii. Organisation rules
  - iv. Legislation

Answers to written or oral questions from your assessor.

Personal statement on how you maintain a safe and healthy ICT working environment.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

## U24201: Produce documents using word processing software

### Unit Descriptor:

This unit is suitable for you if your work involves producing simple documents (e.g. producing letters, envelopes, memos, simple reports, faxes, CVs, agendas, posters, travel directions and simple web pages).

#### At the end of this unit you will be able to:

Use word processing software to produce appropriate simple documents.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

1. Produce documents using word processing software

#### Handle files

- 1.1 Use basic **file handling techniques** for the software.

#### Combine information

- 1.2 Use **basic techniques** to combine information

#### Edit text

- 1.3 Use **basic editing techniques** appropriately.

#### Format text

- 1.4 Format simple word processing documents using **appropriate tools and techniques** for:

- Characters.
- Paragraphs.
- Lines.
- Pages.

#### Layout

- 1.5 Create simple tables and add data to them.
- 1.6 Enter text into existing **templates**.

**Check text**

- 1.7 Use spell and grammar check for accuracy of text.
- 1.8 Use word count appropriately.

**RANGE STATEMENT**

*You must cover the items below:*

**A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

**B. Basic techniques to combine information:**

- i. insert (text, graphics and tables)
- ii. size (text, graphics and tables)
- iii. position (text, graphics and tables)

**C. Use basic editing tools and techniques:**

- i. insert
- ii. delete
- iii. cut and paste
- iv. copy and paste
- v. drag and drop
- vi. find and replace.

**D. Use tools and techniques for formatting:**

Characters:

- i. size
- ii. font (typeface)
- iii. colour
- iv. bold
- v. underline
- vi. italic

Paragraphs:

- i. alignment
- ii. bullets
- iii. numbering
- iv. line spacing
- v. borders and shadings
- vi. tabs and indents

**D. Use tools and techniques** for formatting (continued)

## Lines:

- i. spacing
- ii. alignment
- iii. breaks

## Pages:

- i. size
- ii. orientation
- iii. margins
- iv. page numbers
- v. date
- vi. time

**E. Templates:**

- i. letters
- ii. faxes
- iii. web pages
- iv. memos
- v. reports

**UNDERPINNING KNOWLEDGE AND SKILLS****Produce information**

1. Know who and what the information is for, where it will be used (e.g on screen or hard copy) and when it is needed.

**Word processing documents**

2. How to produce simple word processing documents that are accurate and well laid out. Simple documents will have structure and style that is often used. Producing them may involve using a template or working from an existing example.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Use **all** of the following tools and techniques:
1. Basic file handling techniques for the software (e.g. create, open, save (as) and print).
  2. Basic techniques to combine information (e.g. insert, size and position).
  3. Basic editing and formatting techniques appropriately (e.g. insert and delete; cut, copy and paste; drag and drop; and find and replace).
  4. Format simple word processing documents using appropriate tools and techniques for:
    - Characters e.g. size, font (typeface), colour, bold, under-line and italic.
    - Paragraphs e.g. alignment, bullets, numbering, line spacing, borders, shading, tabs and indents.
    - Lines e.g. spacing, alignment and breaks.
    - Pages e.g. size, orientation, margins, page numbers, date and time.
- B. Your performance evidence should show that you are able to:
- i. Create simple tables and add data to them.
  - ii. Enter text into existing templates (e.g. letters, faxes and web pages, memos and reports).
- C. And that you are able to check **all** of the following:
- i. spelling
  - ii. grammar
  - iii. the number of words in a document

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.



**(2) Methods of Assessment**

Typical task size: Two full pages of text.

Observation by your assessor of you:

- Handling files appropriately.
- Combining information using basic techniques
- Editing text using appropriate techniques.
- Formatting simple word processing documents
- Creating simple tables and adding data to them.
- Entering text into existing templates
- Checking text by using spell checks, grammar checks and word count checks.

Products of work e.g. a letter or information sheet etc produced to specifications, inclusive of electronic copy.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

**U24301: Use E-Mail**

## Unit Descriptor:

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 the end of this unit you will be able to:**

Use basic facilities of e-mail software to send and receive messages over the Internet or an intranet.

**ELEMENT****PERFORMANCE CRITERIA**

## 1. Use E-Mail

*To be competent you must achieve the following:*

**Send and receive**

- 1.1 Use basic **send commands**.
- 1.2 Use basic **reply commands**.
- 1.3 **Use forward commands**
- 1.4 Delete e-mail.
- 1.5 Send and open e-mails with attachments.
- 1.6 Save attachments to appropriate places.
- 1.7 Find e-mails.
- 1.8 Follow any rules and guidelines for sending and replying to e-mails.

**Use address books and other facilities**

- 1.9 Maintain an e-mail address book.

**Format e-mails**

- 1.10 **Format** character
- 1.11 Format paragraphs using alignment, bullets, numbering and indents.

**Exchange information**

- 1.12 Follow the rules of “netiquette” when communicating with others.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Use send commands to:**

- i. send to individuals
- ii. send carbon copies

**B. Use reply commands to:**

- i. forward e-mails
- ii. reply to individuals
- iii. reply to all
- iv. reply with history

**C. Use forward command to:**

- i. forward e-mail

**D. Format e-mails by:**

- i. changing font
- ii. font size
- iii. font colour
- iv. using alignment features
- v. bullets
- vi. numbering
- vii. indent style for paragraphs

## UNDERPINNING KNOWLEDGE AND SKILLS

### E-mail facilities

1. E-mail messages.
2. Basic options for sending and replying
3. How to send and receive attachments.
4. How to use an address book

### Problems with e-mail

5. Why some computer users may have difficulty in sending and receiving e-mails with attachments.
6. What to do about e-mails from unknown users.
7. What viruses are and the problems they can cause.
8. How using anti-virus software can help to keep risks to a minimum.
9. Where and when to seek advice

### Laws and guidelines

10. What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organizations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce at least **two straightforward tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- i. Send and receive e-mail messages while using all of the basic commands listed below:

**Send commands to:**

- ii. Send to individuals
- iii. Send carbon copies

**Reply commands to:**

- iv. Forward e-mails
- v. Reply to individuals
- vi. Reply to all
- vii.. Reply with history

**Forward command to:**

- ii. Forward e-mail

Format e-mails by doing **all** of the following:

- viii. Change fonts
- ix. Change font colour
- x. Use alignment feature
- xi. Use bullets
- xii. When online adhere to the same standard of behaviour that is expected of you in society
- xiii. Respect other people's privacy
- xiv. Respect other people's time and bandwidth.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: One page of e-mail plus an attachment, plus some organization of recipients and folders.

Observation of you by your assessor:

- Sending and receiving e-mails with attachments and without attachments
- Deleting e-mails
- Exchanging information by using appropriate methods.
- Maintaining an e-mail address book.
- Using different formatting options to format an e-mail message.

Products of work e.g. data presented in a suitable format to meet specifications

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

**U24401: Troubleshoot ICT problems (for users)**

## Unit Descriptor:

This unit is suitable for you if your work involves the solution of common errors (e.g. printer out of paper, or finding a file on a storage device), and knowing how to restart hardware or software and get advice.

**At the end of this unit you will be able to:**

Solve common hardware and software errors, getting help with more difficult problems.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Troubleshoot ICT problems (for users)

**Restart**

1.1 Restart computing device

1.2 Re-launch software

**Correct Errors**1.3 Identify the cause of **common errors**.1.4 Use available resources to **correct errors**.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Common errors**

- i. replenish output media (paper)
- ii. output device not ready for use (e.g. printer tray open)
- iii. lack of power supply
- iv. loose cables

**B. Correct errors by:**

- i. following actions to be taken from on screen error messages
- ii. using help menus or manufacturers' guidelines.
- iii. corrective methods that have worked in the past
- iv. follow instructions from technical support



**UNDERPINNING KNOWLEDGE AND SKILLS****Errors**

1. To recognize and correct common hardware errors and be able to re-launch software.
2. How to get and relay information about the hardware, operating system and software being used that will help an expert to give advice on solving errors.

**Advice (within the scope of your own authority)**

3. How to contact an ICT help desk or service.
4. How to follow verbal instructions from an ICT expert.
5. Recognise the limits of own understanding and skills and know when to refer.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to: (within the scope of your own authority)

- A. Restart computer hardware and re-launch software using tools supplied by the manufacturer.
- B. Choose and use methods that have worked in the past to correct different types of errors.
- C. Load consumables.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Observation by your assessor of you:

- Restarting most hardware and software using manufactures' guidelines
- Correcting errors by using methods that have worked in the past
- Load consumables.

Witness testimony from your supervisor on how you troubleshoot problems.

Answers to written or oral questions from your assessor.

### (3) Context of Assessment

Your evidence may come from activities in your workplace and/or from simulation.

**U24501: Maintain ICT (For users)**

## Unit Descriptor:

You are likely to be in a role which involves you carrying out regular maintenance safely (e.g. organising files and folders, using regular external cleaning methods to help maintain the surface of PC and printers and knowing how to avert/preempt health and safety risks).

**At the end of this unit you will be able to:**

Create and manage files and folders, and carry out regular external maintenance of hardware.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Maintain ICT (For users)

**Manage files**

- 1.1 Name and organize files and folders so that it is easy to find documents needed.

**Clean**

- 1.2 Select suitable cleaning material and methods.
- 1.3 Clean external hardware.

**Avoid health and safety risks**

- 1.4 Check own work conditions.
- 1.5 Check ergonomic conditions of work-space

**Maintain**

- 1.6 **Replace materials** used in printers.

## RANGE STATEMENT

*You must cover the items below:*

### A. File management **tools and techniques:**

- i. naming and organizing files and folders

### B. Clean hardware

- i. keyboard
- ii. mouse
- iii. external surfaces of system and monitor

### C. Replace materials

- i. paper
- ii. ink cartridge (simple desktop printers; those that require simple/basic replacement procedures)

### D. Health and safety risk

**Risk** resulting from:

- i. the use and maintenance of machinery or equipment
- ii. working practices which do not conform to laid down policies
- iii. unsafe behaviour
- iv. accidental breakages and spillages
- v. environmental factors
- vi. poor ergonomic work habits

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Maintenance

1. What maintenance can be done safely – and what should be left to experts.
2. Why routine maintenance is important.
3. What problems may happen if maintenance is not done.

### Health and Safety issues

4. Health and safety risks to self when using ICT.
5. Health and safety risks resulting from:
  - i. the use and maintenance of machinery or equipment
  - ii. working practices which do not conform to laid down policies
  - iii. unsafe behaviour
  - iv. accidental breakages and spillages
  - v. environmental factors
  - vi. poor ergonomic work habits

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

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.

Your performance evidence should show that you are able to:

- i. Name and organize files and folders so that it is easy to find documents needed.
- ii. Select suitable cleaning materials and methods.
- iii. Clean external hardware to make it work efficiently (keyboard, mouse roller ball or vents and surfaces).
- iv. Replace materials used in printers.
- v. Avoid health and safety risks to self and others.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Typical task size: Complete a maintenance task that involves the cleaning and maintenance of hardware and software, and the managing of files.

Observation of your assessor of you:

- i. Naming and organizing files and folders appropriately
- ii. Selecting suitable cleaning materials and methods.
- iii. Cleaning external hardware to make it work efficiently (keyboard, mouse roller ball or vents).
- iv. Replacing materials used in printers.
- v. Avoiding health and safety risks to self and others.

Answers to written or oral questions from your assessor.

### (3) Context of Assessment

Your evidence must be the result of real work activities undertaken by yourself.

## U24601: Evaluate the impact of ICT

Unit Descriptor:

This unit is suitable for you if your work involves the analysis of your own use of ICT (eg as part of a self-appraisal scheme).

**At the end of this unit you will be able to:**

Identify simple benefits and drawbacks of using ICT. Demonstrate ability to assess your ICT performance.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

1. Evaluate the impact of ICT

#### **Analyse and evaluate**

- 1.1 Decide what makes tasks easier using ICT.
- 1.2 Identify difficulties of using ICT.

#### **Learn**

- 1.3 **Source** appropriate help when needed.
- 1.4 Seek advice from a colleague or other source about the most appropriate learning opportunities to meet any skills gaps identified.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Sources**

- i. colleague
- ii. manager
- iii. internet
- iv. literature
- v. training



## **UNDERPINNING KNOWLEDGE AND SKILLS**

### **Individuals and organisations**

1. Ways in which ICT affect what people do at home, work, school or other environment.

### **Improve access**

2. How the use of the internet or networked computers can help people access information more easily.

### **Health and safety issues**

3. Health and safety risks in using ICT.
4. What health and safety laws and/or guidelines affect the use of ICT.

### **Security risks**

5. Risks to data, such as theft, viruses or unauthorized access, natural disasters and fire.
6. Risks to data from the hardware or software failure.
7. Risks of receiving and opening files, e-mails, downloads and instant messages, etc.

### **Improving learning**

8. Different types of ICT learning materials and activities that is available.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Analyze and evaluate the impact of using ICT by:
  - i. Producing evidence to show what tasks can be done easier using ICT.
  - ii. Demonstrate your self-assessment skills.
- B. Demonstrate that you have gained knowledge and developed skills by getting help/information.
  - i. From an appropriate person/source.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Observation of your assessor of you:

- Collecting information from a colleague, other sources, about the most appropriate learning opportunities to meet any ICT skills gaps identified.

Product of work which resulted from an evaluation and an analysis of the impact of the use of ICT.

Answers to written or oral questions from your assessor.

### (3) Context of Assessment

Your evidence may come from activities in your workplace and/or from simulation.

**U24701: Use spreadsheet software**

## Unit Descriptor:

This unit is suitable for you if your work involves the entering of data into cells; using simple formulae and functions (e.g. sum, divide, multiply, subtract, decimals and fractions); and simple tools to edit, sort, present and check spreadsheets (e.g. a duty rota/roster for staff or a work sheet for keeping track of expenses).

**At the end of this unit you will be able to:**

Enter data into cells and use spreadsheet software to produce appropriate simple spreadsheets.

**ELEMENT****PERFORMANCE CRITERIA**

## 1. Use spreadsheet software

*To be competent you must achieve the following:*

**Handle files**

- 1.1 Use basic **file handling techniques** for the software.

**Enter and edit spreadsheet data**

- 1.2 Insert **data** into single cells.
- 1.3 Use basic **editing techniques** appropriately in simple spreadsheets

**Format spreadsheets**

- 1.4 Format simple spreadsheets using appropriate **tools and techniques** for:
- cells
  - rows and columns
  - charts
  - pages

**Check spreadsheets**

- 1.5 Check if figures entered in a simple spreadsheet are correct.

**Functions and formulas**

- 1.6 Use appropriate functions and formulas in simple spreadsheets.

**Analyse and interpret (spreadsheets)**

- 1.7 Use appropriate tools and techniques for analysing simple data.

**Present (spreadsheets)**

- 1.8 Use appropriate methods to present simple data.

## RANGE STATEMENT

*You must cover the items below:*

### **A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

### **B. Data type:**

- i. text
- ii. numerical

### **C. Editing techniques** in simple spreadsheets:

- i. add rows and columns
- ii. delete rows and columns
- iii. clear cells
- iv. cut/copy and paste
- v. drag and drop
- vi. find and replace

### **D. Format simple spreadsheets using tools and techniques for:**

Cells:

- i. numbers
- ii. decimal place
- iii. font
- iv. alignment

Rows and columns:

- i. height
- ii. width
- iii. borders and shading

Charts:

- i. titles and labels

Pages:

- i. size
- ii. orientation
- iii. margins
- iv. page numbers
- v. date and time
- vi. set print area

**E. Appropriate functions and formulas:**

- i. sum
- ii. operators
- iii. function
- iv. fractions/decimals

**F. Techniques for analyzing:**

- i. automatic sub-totals
- ii. sorting a cell range

**G. Methods to present simple data:**

- i. tables
- ii. bar graphs
- iii. pie charts
- iv. lists

**UNDERPINNING KNOWLEDGE AND SKILLS****Produce information**

1. Know who and what the information is for, where it will be used (e.g. on screen or hard copy) and when it is needed.

**Spreadsheets**

2. How to produce simple spreadsheets that are accurate and well laid out. Simple spreadsheets should have a structure that is clear and concise. Producing them may involve entering data into an existing spreadsheet or working from an existing example.

**Analyse and interpret**

3. What methods can be used for simple data.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you:

- A. Use **all** of the following tools and techniques:
  - i. Basic file handling techniques for the software (e.g. create, open, save (as) and print)
  - ii. Basic entering of text and numerical data
  
- B. Are able to perform **all** of the listed editing techniques in simple spreadsheets:
  - i. add rows and columns
  - ii. delete rows and columns
  - iii. clear cells
  - iv. cut/copy and paste
  - v. drag and drop
  - vi. find and replace
  
- C. Format simple spreadsheets using appropriate tools and techniques for:
  - i. cells (eg numbers, decimal place, font and alignment)
  - ii. rows and columns (e.g. height, width, borders and shading)
  - iii. charts(e.g. titles and labels)
  - iv. pages (e.g. size, orientation, margins, page numbers, date and time)
  - v. set print area
  
- D. Appropriately use of the following functions and formulas:
  - i. sum
  - ii. operators
  - iii. functions
  - iv. decimals/fractions
  
- E. Can use **both** of the listed techniques to analyse data:
  - i. automatic sub-totals
  - ii. sorting a cell range
  
- F. Can use **all** of the following methods to present simple data:
  - i. tables
  - ii. bar graphs
  - iii. pie charts
  - iv. lists

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.



**(2) Methods of Assessment**

Typical task size: Two pages of data.

Observation by your assessor of you:

- Handling files appropriately
- Entering and editing spreadsheet data
- Formatting spreadsheets
- Checking to see if figures entered in a simple spreadsheet are correct.
- Using simple functions and formulas
- Using appropriate methods to present simple data.
- Using appropriate tools and techniques for analysing simple data.

Products of work e.g. data presented in a suitable format to meet specifications.

E.g. a product of work presenting complex data in a user friendly way

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

## U24801: Use database software

### Unit Descriptor:

This unit is suitable for you if your work involves you entering and retrieving information from databases (e.g. for names and addresses, stock control, time-management or event-management by running simple queries; and producing reports (e.g. using menus or wizards).

#### At the end of this unit you will be able to:

Enter and retrieve specified information using database software.

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Use database software

*To be competent you must achieve the following:*

#### Handle files

- 1.1 Access database **files**
- 1.2 Use basic **file handling techniques** for the software.

#### Enter data

- 1.3 **Input data** appropriately.
- 1.4 Deal appropriately with data that does not fit within pre-set parameters.

#### Check data

- 1.5 **Check data** for completeness and accuracy

#### Database queries

- 1.6 Use simple **queries** to query data.
- 1.7 Save data retrieved from the database appropriately.

#### Database reports

- 1.8 Use pre-defined **report** structure/ design to produce required reports.

## RANGE STATEMENT

*You must cover the items below:*

### **A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

### **B. Input data techniques:**

- i. update fields or create new records

### **C. Check data** by using automated facilities for:

- i. spell checking
- ii. sorting data.

### **D. Database queries:**

- i. single criteria.
- ii. sort

### **E. Produce Database reports:**

- i. using menus
- ii. using dialog boxes
- iii. using wizards

**UNDERPINNING KNOWLEDGE AND SKILLS****Database design**

1. What types of information the database has been designed for, such as names, addresses, phone numbers and dates.
2. How to use a form designed for entering data into a database.
3. How to find and retrieve information from a database.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Access database files
- B. Input data appropriately (e.g. update fields or create new records).
- C. Deal appropriately with data that does not fit within pre-set parameters.
- D. Save database files
- E. Check data for completeness and accuracy.
- F. Use simple queries to retrieve data
- G. Produce simple reports from a database.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge.

**(2) Methods of Assessment**

Typical task size: Data array covering two pages.

Observation of you by your assessor:

- Handling files appropriately.
- Entering data into an existing database.
- Running simple database queries.
- Producing database reports that are pre-defined.
- Checking data has been entered appropriately.

Products of work e.g. data presented in a suitable format to meet specifications.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

**U24901: Use customised software**

## Unit Descriptor:

You are likely to be in a role which involves the selection and use of suitable specialist or bespoke software applications to carry out appropriate work related tasks.

**At the end of this unit you will be able to:**

Use customised software appropriately for simple tasks.

**ELEMENT****PERFORMANCE CRITERIA**

## 1. Use customised software

*To be competent you must achieve the following:*

**Handle files**

- 1.1 Use basic **file handling techniques** for the software

**Enter, edit and process information**

- 1.2 Use appropriate **basic techniques for entering, formatting, editing and processing** information when carrying out simple tasks.

**Combine information**

- 1.3 Use **basic techniques to combine** information.

**Check information**

- 1.4 Use appropriate **techniques to check** simple information.

## RANGE STATEMENT

*You must cover the items below:*

### A. Basic file handling techniques:

- i. create
- ii. open
- iii. save/save as and
- iv. print

### B. Combine techniques using option to:

- i. insert text
- ii. insert graphics
- iii. resize graphics
- iv. position

### C. Techniques for formatting, entering, editing and processing information:

- i. entering data
- ii. insert
- iii. delete
- iv. cut and paste
- v. copy and paste
- vi. drag and drop
- vii. find and replace
- viii. generate a result (s)

### D. Techniques for formatting:

- i. bold
- ii. fonts
- iii. italics
- iv. character size
- v. alignment
- vi. underline

### E. Appropriate techniques to check:

- i. the accuracy of text
- ii. that figures are entered correctly
- iii. the labeling and size of images, charts and diagrams



**UNDERPINNING KNOWLEDGE AND SKILLS****Purpose**

1. What application software is appropriate for tasks.

**Tools and functions**

2. What the basic tools and functions of software applications can be used for.
3. How to choose and use appropriate tools and functions for tasks.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

- A. Your performance evidence should show that you can use software tools and techniques to do **all** of the following:
- i. Use basic file handling techniques for the software (e.g. create, open, save/save as and print) appropriately.
  - ii. Use basic techniques to combine information (eg insert text, insert graphics; resize graphics, and position).
  - iii. Use appropriate basic techniques for entering, formatting, editing and processing information when carrying out simple tasks (eg entering data, insert, delete; cut and paste, copy and paste; drag and drop; find and replace and generate a result/s).
  - iv. Use appropriate techniques to check simple information (eg the accuracy of text; that figures are entered correctly; and the labeling and size of images, charts and diagrams).

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Typical task size: Categorize software to nearest equivalent (WP, DB etc.) and use corresponding criteria to carry out an appropriate work related task.

Observation by your assessor of you using application software:

- Handle files
- Combine information
- Enter data, format, process and check information

Answers to written or oral questions from your assessor.

### (3) Context of Assessment

Your evidence may come from activities in your workplace and/or from simulation.

**U25001: Use internet and intranets**

## Unit Descriptor:

This unit is suitable for you if your work involves knowledge of what connection methods can be used to access the Internet (eg by PC, modems, and ISP or a mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology) or an intranet server, knowledge about security risks, laws and guidelines; and using basic browser facilities to search for, and exchange useful information.

**At the end of this unit you will be able to:**

Use common connection methods to access, retrieve and exchange information from the Internet and the World Wide Web on an intranet.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Use internet and intranets

**Search**

- 1.1 Use a search engine to find and select appropriate information.
- 1.2 Save the results of searches.
- 1.3 Use **suitable techniques** to make it easier to find useful information again.
- 1.4 Send information (e.g. web pages and web links via e-mail).

**Find and evaluate**

- 1.5 Choose the link that is most likely to provide the information needed.
- 1.6 Locate information from various sources.
- 1.7 Choose information that is appropriate for what is needed.

**Netiquette**

- 1.8 Follow the **rules of “netiquette”** when communicating with others.

**RANGE STATEMENT**

*You must cover the items below:*

A. **Use suitable techniques** to find information again and share it such as:

- i. bookmarks/favourites
- ii. saving of web pages
- iii. sending of web pages and links

B. Exchange information using **rules of netiquette:**

- i. when online adhere to the same standard of behaviour expected of you in society
- ii. respect other people's privacy
- iii. respect other people's time and bandwidth

## UNDERPINNING KNOWLEDGE AND SKILLS

### Connection methods

1. How to connect to an intranet internet.
2. What different types of hardware, software and connections can be used to access the
3. Internet.
4. What is a browser.
5. How to find useful information quickly.
6. How to send information from a browser to others via e-mail.
7. How to identify and use a web address.
8. How to download images and files.
9. How to complete on-line forms.

### Information and other opportunities

10. The different types of information, such as:
  - factual information, creative work, opinions and information that is continually updated (or live) and interactive information
  - sources for finding information, such as search engines, guides and directories.

### Internet security risks

11. What are the risks involved in downloading files.
12. What are the risks in sharing information, such as personal details

### Laws and guidelines

13. What legislation (e.g. Computer Misuse Act, 2005 – 4) and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce at least **two straightforward tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to carry out searches and share information efficiently by using **all of** the following:

- i. A search engine to find and select appropriate information.
- ii. Use all of the following techniques to find and share information
  - a. bookmarks
  - b. saving of web pages
  - c. sending of web pages and links
- iii. Exchange information using netiquette rules

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

### (2) Methods of Assessment

Typical task size: Download and organize information, web pages, pdf files, etc., following a theme.

Observation of you by your assessor:

- Using a search engine to find relevant information efficiently.
- Finding and evaluating information using appropriate methods.
- Choosing information that is appropriate for what is needed.
- Exchanging information by using appropriate methods and while following netiquette rules.

Products of work e.g. data presented in a suitable format to meet specifications.

Answers to written or oral questions from your assessor.

### (3) Context of Assessment

Your evidence may come from activities in your workplace and/or from simulation.

## U25101: Use website software

### Unit Descriptor:

This unit is suitable for you if your work involves the use of software to plan and produce simple web pages (e.g. displaying a photo and short description about a person, product or a small business).

#### **At the end of this unit you will be able to:**

Use software to produce appropriate simple web pages.

## ELEMENT

## PERFORMANCE CRITERIA

### 1. Use website software

*To be competent you must achieve the following:*

#### **Handle files**

1.1 Use basic **file handling techniques** for the software.

#### **Combine information**

1.2 Use basic techniques to combine information.

#### **Plan and produce (web pages)**

1.3 Use a web design template to plan layout, format, and create simple related web pages.

1.4 Create simple hyperlinks between web pages.

1.5 Upload content to preview webpage.

#### **Edit, format and layout content**

1.6 Use basic **editing and formatting techniques** appropriately.

1.7 Format content using appropriate **tools and techniques**.

#### **Check text**

1.8 Use spell and grammar check for accuracy of text.

**Check images**

- 1.9 Check size, alignment and orientation of images.
- 1.10 Check file format is suitable

**Preview/view**

- 1.11 Preview/view web pages



**RANGE STATEMENT**

*You must cover the items below:*

**A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

**B. Basic techniques to combine information**

- i. insert (text, graphics and tables)
- ii. size (text, graphics and tables)
- iii. position (text, graphics and tables)

**C. Plan and produce web pages using tools and techniques for:**

- i. linking web pages

**D. Use basic editing and formatting, tools and techniques to:**

- i. insert
- ii. delete
- iii. cut and paste
- iv. copy and paste
- v. drag and drop
- vi. find and replace.
- vii. format fonts (typeface) and type style (e.g. bold or italic);
- viii. format image, chart, and diagram size and orientation.

**UNDERPINNING KNOWLEDGE AND SKILLS****Produce information**

1. Know who and what the information is for, where it will be used (e.g. on screen or hard copy) and when it is needed.

**Web pages**

2. Single page web pages, such as those with text, a photo and a background.

**Website features**

3. What different features are used on websites, such as backgrounds, content, sound, frames, action buttons, links and hotspots.
4. What features are used to help the user navigate around a website.
5. What you like and don't like about single page websites.

**Laws and guidelines**

6. What laws and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Use **all** of the following tools and techniques:
  - 1. Basic file handling techniques for the software (e.g. create, open, save (as) and print).
  - 2. Basic techniques to combine information (e.g. insert, size and position).
  - 3. Basic editing and formatting techniques appropriately (e.g. insert and delete; cut, copy and paste; drag and drop; and find and replace).
  - 4. Format content using appropriate tools and techniques (e.g. fonts (typeface) and type style (e.g. bold or italic); image, chart, and diagram size and orientation).
- B. Plan and produce (web pages) by using
  - 1. a web design template to plan layout and format, and
  - 2. create simple web pages with hyperlinks.
- C. Check text by using spell check, grammar check and word count to check the accuracy of simple text.
- D. Check images by checking size, alignment and orientation of images as well as the format of the file.
- E. Preview web page template.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: 2 web pages each with related, detailed information.

Observation of you by your assessor:

- Handling files.
- Combining information.
- Planning and producing simple related web pages.
- Editing, formatting and laying out content for simple web pages.
- Checking text and checking images for simple related web pages.
- Previewing web page.

Products of work e.g. data presented in a suitable format to meet specifications.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

## U25201: Use ICT to exchange information

### Unit Descriptor:

This unit is suitable for you if your work involves the use of basic e-mail facilities, such as using address books to send e-mails to individuals; sending, receiving and opening attachments (e.g. digital pictures, word processing documents or spreadsheets); and using key words to search for information using a search engine.

#### At the end of this unit you will be able to:

Use basic facilities to e-mail software to send and receive messages and find information using browser software.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Use ICT to exchange information

#### Send and receive

- 1.1 Use basic **send commands**.
- 1.2 Use basic **reply commands**.
- 1.3 Delete e-mail.
- 1.4 Send and open e-mails with attachments.
- 1.5 Save attachments to appropriate places.
- 1.6 Find e-mails.
- 1.7 Follow any rules and guidelines for sending and replying to e-mails.

#### Search

- 1.8 Use a search engine to find and select appropriate information.
- 1.9 Save the results of searches.
- 1.10 Use **suitable techniques** to make it easier to find useful information again.
- 1.11 Send and share information.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Use send commands to:**

- i. e-mail individual message/s
- ii. reply by carbon copies
- iii. reply by blind carbon copies

**B. Use reply commands to:**

- i. reply to individuals
- ii. reply to all
- iii. reply with history

**C. Use forward command to:**

- i. forward e-mail

**D. Use suitable techniques to find information again and share it:**

- i. bookmarks/favourites
- ii. saving of web pages

**UNDERPINNING KNOWLEDGE AND SKILLS****E-mail facilities**

1. How to compose and receive E-mail messages.
2. Basic options for sending and replying.
3. How to send and receive attachments.
4. How to use an address book.

**Problems and exchanging information**

5. Why some computer users may have difficulty in sending and receiving e-mails with attachments.
6. What to do about e-mails from unknown users.
7. What are viruses and what problems they can cause.
8. How using anti-virus software can help to keep risks to a minimum.
9. What risks there may be in downloading documents and software.
10. Risks in sharing information, such as personal details
11. Where and when to seek advice.

**Laws and guidelines**

12. What legislation (e.g. Computer Misuse Act, 2005 – 4) and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

1.
  - i. Send and receive e-mail messages while using all of the basic commands listed below:

**Send commands:**

- ii. To send to individuals
- iii. Using carbon copies
- iv. Using blind carbon copies

**Reply commands:**

- v. Reply to individuals
- vi. Reply to all
- vii.. Reply with history

2.
  - viii. Use a search engine to find and select appropriate information.
  - ix. Use all of the following techniques to find and/or share information:
    - a. bookmarks
    - b. saving of web pages
    - c. sending of web pages and links

### (2) Methods of Assessment

Typical task size: One page of e-mail including an attachment on an appropriate size paper, plus some organization of recipients.

Observation of you by your assessor:

- Sending and receiving e-mails with attachments and without attachments
- Use a search engine to find relevant information efficiently
- Deleting e-mails
- Exchanging information by using appropriate methods such as forwarding and replying to e-mails while following netiquette rules.

Products of work e.g. data presented in a suitable format to meet specifications

Answers to written or oral questions from your assessor

### (3) Context of Assessment

Your evidence may come from activities in your workplace and/or from simulation



## U25301: Use artwork and imaging software

### Unit Descriptor:

This unit is suitable for you if your work involves the creation of simple artwork and images (e.g. simple shapes, text and arrows, clip art or a picture from a digital camera for a presentation slide).

#### At the end of this unit you will be able to:

Use software to produce appropriate simple artwork and images.

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Use artwork and imaging software

*To be competent you must achieve the following:*

#### Handle files

- 1.1 Use **basic file handling techniques** for the software.

#### Create drawings, artwork and images

- 1.2 Draw basic shapes.
- 1.3 **Create artwork** by combining text, pictures and other elements.
- 1.4 Download digital pictures from a camera.

#### Insert, manipulate and edit artwork and images

- 1.5 Use **basic tools and techniques** appropriately.

#### Check images

- 1.6 Check size, alignment and orientation of images
- 1.7 Check image resolution is suitable for where and how it will be used.

#### Check text

- 1.8 Use spell check, grammar check and word count to check the accuracy of simple text.

**RANGE STATEMENT**

*You must cover the items below:*

**A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

**B. Create artwork by using tools and techniques for:**

- i. combining text
- ii. combining pictures
- iii. combining lines boxes and arrows

**C. Insert, manipulate and edit artwork and images using basic tools and techniques for:**

- i. inserting clip art
- ii. inserting digital images
- iii. drawing objects to be aligned, rotated, flipped, and arranged.
- iv. drawing objects and pictures to be cut, pasted, cropped, trimmed and resized.
- v. Inserting text, changing the font, text and colour in drawing objects, artwork and pictures

**UNDERPINNING KNOWLEDGE AND SKILLS****Produce information**

1. Know who and what the information is for, where it will be used (e.g. on screen or hard copy) and when it is needed.

**Artwork and images**

2. How to produce simple artwork and images that are appropriate in terms of size, orientation and content. Simple artwork and images require limited understanding and skills to produce, for example simple shapes, clip art or a picture from a digital camera.

**File formats**

3. How to save files in digital picture format (e.g. jpeg and psd), as bitmaps (bmp) and vector graphics (e.g. tiff, pct and gif).
4. Which formats take up more or less space than others.

**Laws and guidelines**

5. What laws and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you:

- A. Use basic file handling techniques for the software (e.g. create, open, save (as) and print).
- B. Create simple artwork and images which should include at least **one** of the following: simple shapes, text and arrows, clip art or a picture from a digital camera.
- C. Insert, manipulate and edit artwork and images by using the following basic common tools and techniques appropriately:
  - i. inserting clip art
  - ii. inserting digital images/pictures
  - iii. cutting, pasting, resizing, aligning, rotating, flipping and arranging drawing objects, artwork and pictures.images.
  - iv. cropping and trimming pictures/images.
- D. Check **image** size, alignment and orientation if necessary.
- E. Check image resolution is suitable for where and how it will be used
- F. Use spell check, grammar check and word count to check the accuracy of simple text.
- G. Save artwork using appropriate file format.
- H. Demonstrate your understanding of different file format properties.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: Produce one sheet of work on an appropriate size paper including a simple image and some text.

Observation of you by your assessor:

- Handling files appropriately.
- Creating drawings, artwork and images that are simple.
- Inserting, manipulating and editing simple artwork and images.
- Combining information of different types.
- Checking text
- Checking images

Products of work e.g. data presented in a suitable format to meet specifications.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

**U25401: Produce presentations**

## Unit Descriptor:

This unit is suitable for you if your work involves you producing simple presentations (e.g. text-based or diagram-based slide shows and lecture notes).

**At the end of this unit you will be able to:**

Use presentation software to produce simple presentations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Produce presentations

**Handle files**

- 1.1 Use basic **file handling techniques** for the software.

**Combine information**

- 1.2 Use **basic techniques** to combine information.

**Edit presentation**

- 1.3 Use **basic editing techniques** appropriately for simple presentations.

**Check presentations**

- 1.4 Use spell check, grammar check and word count to check the accuracy of text.
- 1.5 Check size, alignment and orientation of images or other objects.

**Format slides**

- 1.6 **Format** simple presentations using appropriate tools and techniques.

**Present Slides**

- 1.7 View and reorder slides.
- 1.8 Present electronic slides as a slide show.
- 1.9 Print a presentation in the form of handouts.

**RANGE STATEMENT**

*You must cover the items below:*

**A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

**B. Combine information using basic techniques to:**

- i. insert
- ii. size
- iii. position

**C. Use the following basic editing techniques:**

- i. inserting and manipulating text and pictures
- ii. adding lines to slides
- iii. adding simple shapes to slides.

**D. Format slides using appropriate tools and techniques:**

- i. for aligning text
- ii. bullets, numbering,
- iii. line spacing
- iv. for adjusting colour
- v. fonts
- vi. size
- vii. background
- viii. pictures and other objects

**E. Print slides:**

- i. print slides in handout format
- ii. print notes

**UNDERPINNING KNOWLEDGE AND SKILLS****Produce information**

1. Know who and what the information is for, where it will be used (e.g. on screen or hard copy) and when it is needed.

**Presentations**

2. How to produce simple presentations that are accurate and well laid out. Simple presentations are made up of electronic slides that are mainly text or mainly diagrams or pictures.

**Images, objects and sound**

3. How to insert text and picture and import other objects



**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Use basic file handling techniques for the software.
- B. Combine information in **all** of the following ways:
  - insert
  - size
  - position
- C. Edit presentations using all of the following editing techniques appropriately:
  - i. inserting objects and other resources
  - ii. resizing images
  - iii. changing the position or orientation of other objects.
- D. Check for accuracy of spelling and grammar
- E. Change size, alignment and orientation of images or objects where necessary.
- F. Format presentations using appropriate tools and techniques.
- G. Prepare slide show.
- H. Print slides in appropriate format.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: A presentation of about five slides to include at least two slides with graphics.

Observation of you by your assessor:

- Handling files appropriately
- Combining text images and drawing objects.
- Using editing techniques
- Checking presentations for sequence and accuracy.
- Formatting slides using appropriate tools and techniques.
- Preparing a slide show
- Printing slides

Products of work e.g. data presented in a suitable format to meet specifications.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.