Technical and Vocational Education and Training (TVET) Council

Occupational Standards of Competence

Using Information Communication Technology (ICT)

Level 1

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QUALIFICATION OVERVIEW

NVQB

In

Using Information Communication Technology

Level 1

Qualification Overview

Who is the qualification for?

This qualification would be appropriate to anyone using Information Communication Technology (ICT) to input or output information in all areas of the working environment in, for example:

- Automotive Industry
- Education and Training Services
- Financial and Insurance Services
- Health Care and Social Assistance Services
- Manufacturing Sector
- Security and Research Sectors
- Tourism Industry
- Travel Sector
- Wholesale and Retailing Sectors

More specifically the category of worker who is likely to qualify for an NVQ at Level 1 includes:

- Building Supervisor
- Bus Driver
- Cashier
- Customer Care Representative
- Dental Office Assistant
- Doctor's Office Assistant
- Front Desk Clerk
- Gas Station Attendant
- General Worker
- Maintenance Worker
- Medical Receptionist
- Office Assistant
- Police Constable
- Printing Press Operator
- Sales Clerk
- School Attendant
- Sewing Machine Operator
- Teaching Assistant

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

It can be noted that competence at this level would involve the application of knowledge in the performance of a range of varied work activities, most of which are routine and predictable.

How it is structured

To achieve the full award, candidates must complete **five mandatory units** and **three optional units.** This structure is intended to reflect the mix of activities surrounding the core activity of using Information Communication Technology as a productivity tool at **Level 1.**

Certification and Statements of Competence

On completion of the full NVQ candidates are awarded an NVQ Certificate while a Statement of Competence can be issued to recognize unit achievement. Candidates can also take additional units, although these are not required to complete the qualification.

What it covers

The mandatory units cover:

- Analysing or working out the use of ICT for simple tasks and purposes in a variety of settings, such as a home, work, school or other environments.
- Carrying out the initial steps needed to use a computer system so as to make use of common types of hardware and software.
- The adherence to safety and health regulations and policies.

Evidence

Tasks that require the use of ICT will generate for the candidate some form of output which will as a result of the processes involved provide valuable **evidence of performance**. To support the claim to competence it may be worthwhile to ask candidates to retain the output produced from various tasks done. The final output does not have to be the only form of evidence as the output produced at various stages during the completion of a task is also evidence of competence.

Unless otherwise stated in the unit, evidence of competence may come from how you perform on a paid or unpaid job in the workplace and/or it may come from simulation.

It is recommended that unit 1 '*Make Selective Use of ICT'* is best done in parallel with other units so that the evidence (e.g. justifications of why the candidate has used a particular piece of software) arises naturally out of the evidence being produced for the other units.

A person capable of achieving this qualification must typically have 13 weeks or more experience in using ICT prior to being assessed for competence at this level.

The use of ICT is surrounded by specific as well as general legislation and statute. Candidates will be expected to understand how the legislation impacts on their organisation and must also acknowledge their organisation's regulations and be able to interpret and advise their colleagues and other users of the importance of this.

Scope

As the standards are written to be independent of product and hardware we have developed unit and key word descriptors to express what is meant. These standards focus on the use of ICT, associated hardware and software, support of oneself and others, maintaining and improving the ICT environment in the development of the host organisation. The nature and scope of implementation of these standards are so diverse we offer a few examples of job roles and some guidance on the nature of evidence, which may be collected as a consequence of workplace activities.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE -USING ICT – LEVEL 1 – A014-01

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		**TVETC CODES**
Mandatory Units: Group A (All must be completed)		
1	Make Selective Use of ICT	**U23901**
2	Operate a Computer System	**U24001**
3	Maintain a Safe and Healthy ICT Working Environment	**U24101**
4	Produce Documents Using Word Processing Software	**U24201**
5*	Use E-mail	**U24301**
Optional Units: Group B (Choose 1)		
General		
6	Trouble-shoot ICT Problems (for users)	**U24401**
7	Maintain ICT (for users)	**U24501**
8	Evaluate the Impact of ICT	**U24601**
Optional Units: Group C (Choose 2)		
Office Support Applications		
9	Use Spreadsheet Software	**U24701**
10	Use Database Software	**U24801**
11	Use Customised Software	**U24901**
Web-base Applications		
12	Use Internet and Intranets	**U25001**
13	Use Website Software	**U25101**
14*	Use ICT to Exchange Information	**U25201**
Graphical Applications		
15	Use Artwork and Imaging Software	**U25301**
16	Produce Presentations	**U25401**

*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
	To be competent you must achieve the following:
1. Make selective use of ICT	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
	To be competent you must achieve the following:
1. Operate a computer system	**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.**

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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
	To be competent you must achieve the following:
1. Use E-Mail	**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.

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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 straitforward 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**.

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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

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.

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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
	To be competent you must achieve the following:
1. Use spreadsheet software	**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
	To be competent you must achieve the following:
1. Use database software	**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
	To be competent you must achieve the following:
1. Use customised software	**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 abe 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
	To be competent you must achieve the following:
1. Use website software	**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
	To be competent you must achieve the following:
1. Use artwork and imaging software	**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.

Level 1 Glossary of Terms

NVQ Key Words

Assessment methods

The assessment methods describe the methods, which should be used to assess performance and underpinning knowledge.

Assessors

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity, which a person should be able to do. It is a description of an action, behaviour or outcome, which a person should be able to demonstrate.

Level 1 Glossary of Terms

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 – Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts.

Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations:

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

Level 1 Glossary of Terms

External Verifier

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

Extracted workplace examples

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Internal Verifier

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

Key role

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

Level 1 Glossary of Terms

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

Questioning

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range, which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

Level 1 Glossary of Terms

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work, which occurs infrequently or is potentially hazardous; for example, dealing with fires. It is also possible that simulation could be used for the generation of evidence for some of the range items.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

ICTLB

Information Communication Technology Lead Body

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities, which form a significant part of a person's work. Units are accredited separately but in combination can make up a national vocational qualification. There are three categories of units:

Mandatory units – are core to a qualification and have to be completed.

Elective units – within some qualifications, which allow the candidate to choose a number of individual units from a specific group.

Additional units – are units, which do not have to be completed to achieve a qualification.

Level 1 Glossary of Terms

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

i. A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured program of work built around a central situation or idea (such as the introduction of a new job roistering process).

Level 1

Glossary of Terms

ICT Key Words

Address Book

Usually supplied as part of your Email software. An address book in this sense is used to keep a record of all the email addresses of people whom you may wish to contact by email.

Animation

The display of a sequence of images in a computer program or on a Web page to give the impression of movement.

Application

A computer program or a suite of computer programs that performs a particular function for the user, such as a word-processor, e.g. Microsoft Word, or a range of functions, such as Microsoft Windows or Microsoft Office. See Computer Program, Operating System, Windows, and Word-processor.

Attachment

A term used in connection with Email. An attachment can be a File of almost any kind - a document file, an image file, a sound file or a video clip - that you can add, i.e. attach, to an email.

Anti-virus Software: See Virus

Bandwidth

The amount of data that can be sent from one computer to another through a particular connection in a certain amount of time, e.g. via a computer to the Internet and vice versa. The more bandwidth available, the faster you are able to access information. Bandwidth is usually measured in kilobits per second (Kbps) or megabits per second (Mbps).

Bitmap:

BMP: Abbreviation for Bitmap, a file format for storing images. This is the standard format used, for example, by Windows Paint. BMP image files occupy quite a lot of space compared to other formats. A computer graphic or image composed of thousands of individual dots or pixels, each pixel being stored as a number. The image is displayed by specifying the colour of each pixel. Bit-mapped graphics can be imported into other applications, e.g. a word-processor, but they cannot be edited within these applications. When bit-mapped graphics are resized they usually suffer a loss of sharpness, whereas vector graphics can be resized without such loss.

Level 1 Glossary of Terms

Bookmark

A bookmark is a facility within a Browser that enables you to keep a record of Web pages that you have visited and may wish to visit again. Bookmarks are stored in a subdirectory of the Windows directory on your computer. In Internet Explorer bookmarks are known as Favorites (sic - spelt the American way), which is also the name of the subdirectory in which they are stored. Bookmarks are also used to mark positions in a Word document, i.e. positions to which you can jump from other points in the document by clicking on them with the Mouse.

Browser

A software package installed on the hard disk of your computer that enables you to access and to navigate the World Wide Web - to "surf the Web" in colloquial terms. Internet Explorer and Netscape are two browsers that are in widespread use.

CD-ROM

Abbreviation for Compact Disk Read Only Memory. A CD-ROM is an Optical Disk on to which data has been written via a laser - a process often referred to as "burning a CD": A CD-ROM looks much the same as an audio CD, but can contain text, sound, pictures and motion video. Once written, the data on a CD-ROM can be fixed and rendered unalterable, hence the term read-only - but modern computers are usually equipped with a read/write CD-ROM drive that enables new material to be stored on a special kind of CD-ROM: CD-R (recordable) or CD-RW (rewriteable).

Data

Strictly speaking the plural of "datum", but now usually considered as a collective noun in the singular, with the plural form "data items" or "items of data". Data is information in a form which can be processed by a computer. It is usually distinguished from a computer program, which is a set of instructions that a computer carries out. Data can be text or sets of figures on which a computer program operates.

Database:

A structured collection of data that can be used for a variety of purposes. A database may contain data relating to staff employed by a company or to students at an educational institution. In order to set up and manage an electronic database you need a database program such as Microsoft Access.

Level 1 Glossary of Terms

Desktop Publishing (DTP)

An Application for laying out text, graphics and pictures in order to produce a professional-looking publication. Most modern word-processors can now achieve what older DTP packages were capable of producing. Examples of DTP applications are QuarkXpress and PageMaker, which have probably become too complex and technical for the inexperienced user and are now aimed at the professional graphic designer or layout artist.

Digital Camera

A camera used for taking still photographs - but some digital cameras can also record short sequences of moving images. A digital camera looks much the same as an ordinary camera but stores photographs in electronic format so that they can be uploaded onto a computer. The more expensive digital cameras achieve better results than can be achieved by using an ordinary camera and a scanner.

Domain Name:

A unique name that identifies a Website. A domain name can be purchased from and registered by a domain name registration company.

Email:

Contraction of Electronic Mail. A system for creating, sending and receiving messages via the Internet. In order to send and receive email messages you have to register with an Internet Service Provider (ISP) that provides an email service and have email software such as Outlook or Eudora installed on your computer. Many ISPs also offer a Webmail facility, which provides an alternative means of creating, sending and receiving email messages using your Web Browser.

Ergonomics:

Ergonomics is the process of changing the work environment (equipment, furniture, pace of work, etc.) to fit the physical requirements and limitations of employees, rather than forcing workers to adapt to jobs that can, over time, have a debilitating effect on their physical well-being.

File:

A file in computer jargon can be used to describe many different things. It may be a Computer Program, a document file created with a Word-processor, an image file, an audio file, a video file, etc. Think of it in the same way as you would think of a file in a filing cabinet. A file has a name that describes what it is, and the file is stored in a place where you can easily find it. Files are usually grouped together on a computer's Hard Disk in directories or folders and, as well as their names, they usually have a three-letter Extension that tell you what their function is or what they contain, e.g. fwtt.exe is a program, mystory.doc is a Word document, sally.jpg is a picture, and mydog.mpg is a video file. Files may also be stored on other Storage Media, such as CD-ROMs, DVDs and flash drives
.

Level 1 Glossary of Terms

Flash Drive

A portable Storage Device. Flash drives look like a small flat pen, around 5cm to 10cm long, and are easily carried in your pocket. Their storage capacity is impressive; 2GB is not unusual these days. They are used to store data that you wish to carry around, e.g. a PowerPoint presentation, and they can be plugged into any computer with a USB socket. Flash drives are also commonly referred to as pen drives or memory sticks.

FTP

Abbreviation for File Transfer Protocol. This is the method, i.e. a software standard, used for tranferring files from one computer to another via the Internet. FTP is also used as a verb in the sense "to transfer" (a file).

Hardcopy or Hard Copy

Printed output from a computer, as opposed to output on screen.

Hardware

The physical elements of a computer system - the bits you can see, touch, drop, kick or fall over. Contrasted with Software.

Hazard

A hazard is something with the potential to cause harm.

Host Name or Hostname:

A host name is the unique name of a computer on the Internet, which is normally written as a series of letters, for example www.hull.ac.uk. A host name is the human-friendly form of the host's numerical IP address, i.e. it's an alias for the "real" Internet address of the host computer, e.g. 150.237.176.24.

HTML

Abbreviation for Hypertext Markup Language. The coding system used for creating pages on the World Wide Web. HTML enables the author to control how the page appears and to insert Hypertext links within one Web page or to other pages anywhere on the Web. Nowadays most Web authors and designers use an Authoring Tool such as Front Page or Dreamweaver to create World Wide Web pages.

Level 1 Glossary of Terms

HTTP

Abbreviation for Hypertext Transfer Protocol. The transfer method (protocol) used by the World Wide Web to transmit and receive Web pages. This abbreviation normally precedes the name of a website, e.g. http://www.ict4lt.org, to tell your computer that this is the way in which you wish to communicate with other computers on the Internet.

Hyperlink

A contraction of hypertext link, the essence of Hypertext and the HTML language used for creating pages on the World Wide Web. In a Web document a hyperlink can be a sequence of letters or an image. By clicking on the area designated as a hyperlink by the person who created the Web page, it is possible to jump quickly to another part of the page, a different page on the same website, or to a completely different website. Hyperlinks can also be inserted into a Word document, enabling the reader to jump from one point in the document to another, or out of the document to a website.

Hypertext

A system for the non-sequential presentation of text, the fundamental concept of the World Wide Web, whereby the user can jump from one part of a text to another, from one Web page to another, or from one website to another, by clicking on highlighted (and usually underlined) hyperlinks.

ICT:

ICT: Abbreviation for Information and Communications Technologies.

Input

Anything that goes into a computer in order to be processed and/or stored. Also used as a verb.

Input Device

Any device that is capable of inputting information into a computer system, e.g. a Keyboard, Microphone, Mouse or Scanner.

Internet

The Internet, or simply "the Net", is a computer network connecting millions of computers all over the world. It provides communications to governments, businesses, universities, schools and homes. Any modern computer can be connected to the Internet using existing communications systems. Schools and universities normally access the Internet via their own educational networks, but private individuals usually have to take out a subscription with an Internet Service Provider (ISP). Although the Internet is in fact a network of networks, it appears to users as a network of individual computers.

Level 1 Glossary of Terms

Internet Service Provider (ISP)

A company that provides a subscription service to enable you to access the Internet. An ISP has a network of computers permanently linked to the Internet. When you take out a subscription with an ISP they link your computer to their network, usually via an existing telephone line, but dedicated lines are also provided by some ISPs. ISPs also give you an Email address and space on the World Wide Web for setting up your own website.

Intranet:

A private network inside a company or educational organisation and used over its LAN (Local Area Network). A sort of local Internet. Contrasted with Internet, which is publicly available.

IP Address:

Short for Internet Protocol Address. The unique numerical address of a computer on the Internet, expressed as four sets of numbers (maximum 3 digits each) separated by dots: e.g. 150.237.176.24 for one of the computers at the University of Hull - where the ICT4LT website is located. Computers on the Internet are nearly always referred to by more memorable domain names, which are mapped onto their IP addresses by special Internet computers known as name servers.

JPEG or JPG

Abbreviation for Joint Photographic Expert Group. Pronounced "Jaypeg". A file format used for storing images. The JPEG/JPG format uses a palette of millions of colours and is primarily intended for photographic images. JPEG/JPG files are commonly used for storing images on the Web.

LAN:

Abbreviation for Local Area Network. A Network of computers at one site that provides services to other computers connected to it.

Navigation:

This describes the process of finding your way, i.e. navigating, around a series of menus within a computer program or finding your way around the World Wide Web by means of a Browser.

Netiquette

Etiquette on the Internet. A code of behaviour for people communicating by email via the Internet.

Level 1 Glossary of Terms

Network

A group of computers connected together, either by physical connections such as cables, or by wireless connnections (see Wifi). The Internet is a worldwide network of computers to which virtually any computer can be connected.

PDF

An abbreviation for Portable Document Format. This is a file type created by Adobe that allows fully formatted, documents to be transmitted across the Internet and viewed on any computer that has Adobe Acrobat Reader software.

Peripheral Device

Often abbreviated to peripheral. Virtually any device which can be connected to a computer. This term includes modems, printers, scanners, interactive whiteboards, etc.

Pixel:

A contraction of picture element. What you see on a computer Display Screen is made up of thousands of coloured pixels or small dots.

Presentation Program / Presentation Software

Used to describe software such as PowerPoint, part of the Microsoft Office suite of programs. Presentation Software is used in conjunction with a Data Projector and a wall screen or Interactive Whiteboard in order to display a series of slides relating to a business presentation, a lesson or lecture.

Risk

A risk is the likelihood of harm occurring or exposure to the chance of injury or loss; a hazard or dangerous chance.

Search Engine

A search facility provided at a number of sites on the World Wide Web. Search engines enable the user to search the whole of the Web for key words and phrases and to locate related websites. This is a useful facility for locating information. Commonly used search engines are provided by Alta Vista, Ask, Google, Lycos and Yahoo.

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Server

A computer which provides services to other computers, which are known as clients. For example, when you click on a link in a Web page your Browser sends a request to a remote computer, known as a Web Server, which serves the requested page to your browser, which then displays it on your computer screen. A Local Area Network (LAN) has a server that delivers software to the computers (also known as workstations) that are connected to it. It is usually the most powerful computer in the network. Users connected to a LAN can access their own files remotely and exchange information with the server and other users connected to the network.

Software

The opposite to Hardware. A generic term describing all kinds of computer programs, applications and operating systems. Software is not tangible, being a set of instructions written in a Programming Language comprising a set of instructions that the computer executes.

Spellchecker or Spell-checker

An electronic dictionary, usually part of a Word-processor, which scans the text entered by the user and highlights any word that it does not recognise. The author of the text is then given the option to correct, ignore or add any highlighted word to the dictionary. Spellcheckers can be set to accommodate different varietes of a language, e.g. British or American English, and many other languages. Many email packages also include a spellchecker.

Spreadsheet

An electronic accounting program. Such programs like Microsoft Excel can also be used for purposes other than those which relate to accounting practices.

Storage Device

Equipment used for accessing and recording (i.e. storing) computer programs, texts, images, audio recordings and video recordings, etc. The term Storage Medium refers to the actual material used for storing such information, although a Flash Drive, for example, could be referred to both as a storage device and as a storage medium.

Storage Medium (sing.) / Storage Media (pl.)

A medium (pl. media) which is used to record (i.e. store) computer programs, texts, images, audio recordings and video recordings, etc. The term Storage Device refers to the equipment used for accessing and recording (i.e. storing) such information. Examples of storage media include CD-ROMs, DVDs, Floppy Disks and Hard Disks.

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TCP/IP

Abbreviation for Transfer Control Protocol / Internet Protocol. The main data transfer protocol used on the Internet. See Internet.

TIFF or TIF

Abbreviation for Tag Image File Format. A file format for storing images on a computer. TIFF files can store very high-quality images with millions of colours, but they are very demanding in terms of storage space.

Trackball or Tracker Ball

A Pointing Device. A sort of upside-down Mouse, with the ball facing upwards. The user manipulates the track of the Cursor on the screen by moving the ball with the palm of the hand or fingers.

Upload

To transfer a copy of a computer program, a text file, an image file, a sound file or a video file from one computer to another computer. This term can also be used to describe the process of: (i) transferring a photograph from a digital camera to a computer, (ii) transferring a sound recording from a digital sound recorder to a computer, and (iii) transferring a video recording from a Camcorder or Digital Camera to a computer.

URL:

Abbreviation for Uniform Resource Locator. Also known as a Web Address. A URL contains the location of a resource on the Internet. A URL specifies the address of the computer where the resource is located, which may be the homepage of a website, e.g. http://www.ict4lt.org, or a sub-page, e.g. http://www.ict4lt.org/en/en_mod2-1.htm. The http:// prefix can usually be omitted from a URL when it is entered in a Browser.

Vector Graphic

A method of creating graphic images on a computer by telling it to draw lines in particular positions. An advantage of a vector graphic is that it can be enlarged or reduced in size without loss of sharpness or distortion. Most modern image creation and edtiting packages can save images in vector graphic format. Vector graphics can be contrasted with bit-mapped graphics, which are made of a fixed number of pixels (small dots), and therefore sharpness may be lost when the image is resized.

Virus

A virus is an illicit program. If you surf the Web, use email or floppy disks sent to you by other people, you need to be protected against virus invasions. Viruses can be highly contagious, finding their way onto your computer's hard drive without your being aware of it and causing considerable damage to the software and data stored on it. Viruses can be contracted from files attached to email messages, e.g. Microsoft Word files, or direct from the Web. Be very wary of opening an email attachment of

unknown origin, as this is the commonest way of spreading viruses. Software used to protect your computer against the invasion of computer viruses is known as anti-virus software.

WAN

Abbreviation for Wide Area Network. A network of computers located at geographically separate sites. See LAN, MAN.

Webmail:

A facility for creating, sending and and receiving messages via the Internet.Webmail offers an alternative to using email software such as such as Outlook or Eudora: see Email. In order to use webmail you have to register with an Internet Service Provider (ISP) and you can then access their email service via your Web Browser.

Website

An area on the World Wide Web where an organisation or individual stores a collection of pages of material - Web pages. The pages are usually interlinked with one another and with other websites. Every website has a unique Web Address or URL.

Word-processor

Probably the most widely used computer application program. Modern word-processors allow the user to create fine-looking documents including images, tables, photographs, and even sound and video recordings if they are to be viewed on screen rather than from the printed page. In many respects they are similar to Desktop Publishing applications. Word-processors normally include a spellchecker, a grammar checker, a style checker and a thesaurus, as well as tools for writing in HTML, the coding language used for producing Web pages.Word-processors have been widely used in teaching and learning foreign languages ever since they first appeared.

World Wide Web

Usually referred to simply as the Web. This is the most powerful and fastest growing Internet service. The World Wide Web was the brainchild of Tim Berners-Lee, who in 1989 invented the HTML coding language that is the basis of the Web. The Web became a public service in 1993. It is a huge collection of resources of information, including learning materials, which is accessed by means of a computer program known as a Browser. The World Wide Web is only part of the Internet, but many people treat both terms as synonyms.

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XML

Abbreviation for eXtensible Markup Language. XML is a specification emanating from the World Wide Web Consortium (W3C) that allows Web designers to create their own language for displaying documents on the Web. XML is an extension to the standard language for creating Web pages, HTML, and makes it possible to create websites containing more complex interactivity.

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