QCF Unit and Assessment Specification

Unit title	Using the Internet
Ofqual Unit code	A/502/4297
SQA Unit code	H82V 62
SSC Ref	INT2

History of changes

Publication date: November 2014

Version: 01

Version number	Date	Description	Authorised by

QCF Unit specification

Title	Using the Internet
Level	2
Credit value	4

Learning Outcomes **The learner will:**	Assessment Criteria **The learner can:**
1 Connect to the internet.	1.1 Identify different types of connection methods that can be used to access the internet. 1.2 Identify the benefits and drawbacks of the connection method used. 1.3 Get online with an internet connection. 1.4 Use help facilities to solve Internet connection problems.
2 Use browser software to navigate webpages effectively.	2.1 Select and use browser tools to navigate webpages. 2.2 Identify when to change settings to aid navigation. 2.3 Adjust browser settings to optimise performance and meet needs. 2.4 Identify ways to improve the performance of a browser.
3 Use browser tools to search for information from the internet.	3.1 Select and use appropriate search techniques to locate information efficiently. 3.2 Describe how well information meets requirements. 3.3 Manage and use references to make it easier to find information another time. 3.4 Download, organise and store different types of information from the internet.
4 Use browser software to communicate information online.	4.1 Identify opportunities to create, post or publish material to websites. 4.2 Select and use appropriate tools and techniques to communicate information online.

Learning Outcomes	Assessment Criteria	
The learner will:	**The learner can:**	
	4.3	Use browser tools to share information sources with others.
	4.4	Submit information online.
5 Understand the need for safety and security practices when working online.	5.1	Describe the threats to system performance when working online.
	5.2	Work responsibly and take appropriate safety and security precautions when working online.
	5.3	Describe the threats to information security when working online.
	5.4	Manage personal access to online sources securely.
	5.5	Describe the threats to user safety when working online.
	5.6	Describe how to minimise internet security risks.
	5.7	Apply laws, guidelines and procedures for safe and secure internet use.
	5.8	Explain the importance of the relevant laws affecting internet users.

Additional information about the Unit

Unit purpose and aim(s)

This is the ability to set up and use appropriate connection methods to access the internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online. This Unit is about the skills and knowledge needed by the IT User to understand and make effective use of a connection method and intermediate internet software tools and techniques to search for and exchange information for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques at this level will be defined as:

♦ The software tools and functions will be at times non-routine or unfamiliar.
♦ The range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar.

An activity will typically be 'non-routine or unfamiliar' because:

♦ The task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned.
♦ The user will take some responsibility for the selecting how to search for and exchange the information.

Unit expiry date

31 December 2018

Details of the relationship between the Unit and relevant national occupational standards (if appropriate)

N/A

Details of the relationship between the Unit and other standards or curricula (if appropriate)

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

Creative and Cultural Skills Overarching Assessment Principles.

See IT User Assessment Strategy available from www.e-skills.com

Endorsement of the Unit by a sector or other appropriate body (if required)

N/A

Additional information about the Unit (Cont)
Location of the Unit within the subject/sector classification system
6.2 ICT for Users
Name of the organisation submitting the Unit
e-skills UK, the Sector Skills Council for Business and Information Technology
Availability for use
Shared
Availability for delivery
01 November 2014
Guided Learning Hours
30

QCF Assessment specification

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

♦ Observation
♦ Product and photographic evidence
♦ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:
♦ Questioning
♦ Professional discussion
♦ Witness testimony
♦ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

♦ a clear, authentic statement indicating how the learner carries out their job
♦ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website **www.sqa.org.uk**.

Creative and Cultural Skills Overarching Assessment Principles also supports the assessment of this Unit.