LEVEL 1 IMPORTED UNITS

NVQ in Contact Centre Operations (3412)

Level 1 imported unit pack

May 2011 Version 1.0

City & Guilds

Qualification at a glance

Subject area	Contact Centre Operations
City & Guilds number	3412
Age group approved	Level 1 Award – All Level 1 Certificate – All Level 2 Certificate – All Level 3 Diploma – 16+ Level 4 Diploma – 18+
Assessment	Portfolio of evidence for each unit
Automatic Approval	Automatic approval available from 2703
Registration and certification	See Walled Garden/online catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Contact Centre Operations	3412-01	600/1244/4
Level 1 Certificate in Contact Centre Operations	3412-02	600/1286/9
Level 2 Certificate in Contact Centre Operations	3412-03	600/1135/X
Level 3 Diploma in Contact Centre Operations	3412-04	600/1136/1
Level 4 Diploma in Contact Centre Operations	3412-05	600/1288/2

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1 Introduction

This document contains imported units available within the following qualifications:

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Contact Centre Operations	3412-01	600/1244/4
Level 1 Certificate in Contact Centre Operations	3412-02	600/1286/9
Level 2 Certificate in Contact Centre Operations	3412-03	600/1135/X

For full information on the 3412 qualification and for the qualification handbook containing the contact centre specific units see **www.cityandguilds.com**

List of imported units

The following table shows a full list of the imported units for all five Contact Centre NVQs and indicates in which qualification each exists. For full structures and rules of combination for each of the qualifications please see the qualification handbook which can be found on the City & Guilds website **www.cityandguilds.com**

UAN	City & Guilds unit	Unit title	Level	GLH	Credit value	L1 Award	L1 Cert	L2 Cert	L3 Dip	L4 Dip
R/601/1209	107	Maintain a positive and customer-friendly attitude	1	33	5	✓	✓			
M/601/1508	108	Recognise and deal with customer queries, requests and problems	1	33	5	✓	✓			
T/601/1509	109	Take details of customer service problems	1	27	4	✓	✓			
F/601/1609	110	Communicate using customer service language	1	30	4	✓	✓			
L/502/4627	111	Word processing software	1	20	3			✓		
J/502/4299	112	Using email	1	15	2	✓	✓	✓		
T/502/4296	113	Using the Internet	1	20	3	✓	✓	✓		
A/502/4378	114	Using collaborative technologies	1	20	3	✓	✓	✓		
Y/502/4291	115	IT communication fundamentals	1	15	2	✓	✓			
A/502/4395	117	Bespoke software	1	15	2	✓	✓			

The units follow in City & Guilds unit number order.

Unit 107 Maintain a positive and customer friendly attitude

Level: 1
Credit value: 5
UAN: R/601/1209

Unit aim

This unit is about the learner's attitude and how the way the learner behaves towards customers affects customer satisfaction. Simply following procedures may not be enough to provide good customer service. Customers like to deal with organisations whose staff show that they are willing and keen. Customers like to think that staff want to help and they can show this by being friendly and positive and giving customers complete personal attention.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to show the right attitude for customer service
2. Be able to show appropriate and positive behaviours to customers
3. Know how to maintain a positive and customer-friendly attitude

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit A1 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 107 Maintain a positive and customer friendly attitude

Learning outcomes and assessment criteria

Outcome 1: Be able to show the right attitude for customer service

The learner can:

1.1 speak to customers clearly and put them at their ease
1.2 recognise how customers are feeling and establish a rapport with them
1.3 show customers that you are willing and enthusiastic at all times
1.4 recognise that each customer is different and treat them as an individual
1.5 show customers respect at all times and under any circumstances
1.6 show customers that you can be relied on
1.7 show colleagues respect at all times and under any circumstances
1.8 show colleagues that you can be relied on

Outcome 2: Be able to show appropriate and positive behaviours to customers

The learner can:

2.1 recognise and respond when a customer wants or needs attention
2.2 greet customers politely and positively
2.3 focus on customers and ignore distractions which are not important to them
2.4 react appropriately to situations that are important enough to interrupt their work with a customer
2.5 thank customers for the information they have given or for doing business with your organisation
2.6 help colleagues to provide good customer service

Outcome 3: Know how to maintain a positive and customer-friendly attitude

The learner can:

3.1 identify signs that a customer gives when seeking attention
3.2 describe what rapport looks, sounds and feels like
3.3 identify what unimportant distractions are
3.4 identify what is important enough to interrupt their work with a customer
3.5 identify positive and negative body language and facial expressions
3.6 state how people are different and have different expectations for many reasons such as their age, culture and personality

Unit 107 Maintain a positive and customer friendly attitude

Evidence requirements

1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4 Your communication with customers may be face to face, in writing, by telephone, text message, email, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

5 You need to include evidence that you are positive and customer-friendly with customers who are:

- a easy to deal with
- b difficult to deal with.

6 You need to include evidence that you are positive and customer-friendly:

- a during routine delivery of customer service
- b during a busy time in your job
- c during a quiet time in your job.

Unit 108 Recognise and deal with customer queries, requests and problems

Level: 1
Credit value: 5
UAN: M/601/1508

Unit aim

No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to recognise and deal with customer queries and requests
2. Be able to recognise and deal with customer problems
3. Know how to recognise and deal with customer queries, requests and problems

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to Unit C1 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 108 Recognise and deal with customer queries, requests and problems

Learning outcomes and assessment criteria

Outcome 1: Be able to recognise and deal with customer queries and requests

The learner can:

1.1 deal with queries and requests from customers in a positive and professional way

1.2 seek information or help from a colleague if they cannot answer their customer's query or request

1.3 obtain help from a colleague if they are not able to deal with their customer's request

1.4 always tell their customer what is happening

Outcome 2: Be able to recognise and deal with customer problems

The learner can:

2.1 recognise when something is a problem from the customer's point of view

2.2 avoid saying or doing anything which may make the problem worse

2.3 deal with a difficult customer calmly and confidently

2.4 recognise when to pass a problem on to an appropriate colleague

2.5 pass the problem on to their colleague with the appropriate information

2.6 check that the customer knows what is happening

Outcome 3: Know how to recognise and deal with customer queries, requests and problems

The learner can:

3.1 list who in the organisation is able to give help and information

3.2 state the limits of what they are allowed to do

3.3 identify what professional behaviour is

3.4 describe how to speak to people who are dissatisfied

3.5 describe how to deal with difficult people

3.6 state what customers normally expect

3.7 identify how to recognise a problem from what a customer says or does

3.8 describe what kinds of behaviours/actions would make situations worse

3.9 list the organisational procedures they must follow when they deal with problems or complaints

3.10 identify the types of behaviour that may make a problem worse

Unit 108 Recognise and deal with customer queries, requests and problems

Evidence requirements

1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is also allowed for evidence within this Unit but ideally this should be based on either previous or existing experience from a work placement, a realistic working environment or real work. (Guidelines for the assessment of Simulated Activities and a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4 – February 2010)

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4 Your evidence must include examples of problems which are:

- a brought to your attention by customers
- b identified first by you and/or by your colleagues.

5 The problems included in your evidence must include examples of:

- a a difference between customer expectations and what is offered by your organisation
- b a problem resulting from a system or procedure failure.

Unit 109 Take details of customer service problems

Level: 1
Credit value: 4
UAN: T/601/1509

Unit aim
However good the customer service of the learners' organisation is, some problems will occur. Learners may not have the authority or experience to deal with the problem by themselves so it is important to collect helpful information for those who will deal with it. The learner will need to be able to identify that there is a problem, discover detailed information about that problem and pass on the information so that the problem can be tackled. This unit is about how to collect information about a customer service problem, pass it to the right people in the organisation and keep the customer informed about what is being done.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Be able to respond to customers who raise a problem
2. Be able to gather details from customers who raise a problem
3. Be able to pass details of problems raised by customers to the colleague who can deal with them
4. Know how to take details of customer service problems

Guided learning hours
It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit directly relates to Unit C2 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body
This unit has been developed by the Institute of Customer Service.

Assessment
This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 109 Take details of customer service problems

Learning outcomes and assessment criteria

Outcome 1: Be able to respond to customers who raise a problem

The learner can:

1.1 recognise when their customer is raising a problem

1.2 respond to their customer calmly and helpfully

1.3 take details that will identify their customer

Outcome 2: Be able to gather details from customers who raise a problem

The learner can:

2.1 ask their customer questions to clarify what has or has not happened to cause a problem

2.2 check their understanding of what their customer sees as the problem

2.3 ask their customer questions to clarify the customer's expectations about the service or product that is now causing a problem

2.4 note the details of what their customer tells them about the problem

2.5 confirm with their customer details of what the customer has told them about the problem

Outcome 3: Be able to pass details of problems raised by customers to the colleague who can deal with them

The learner can:

3.1 collect details of any reference codes or identifiers which their organisation uses to identify the customer transaction that is now causing a problem

3.2 gather any other details that are relevant to resolving the problem from colleagues, customer service records or product specifications

3.3 tell their customer what they will do with the details of the problem so that action is taken

3.4 tell their customer what to expect without making customer service promises that may not be met

3.5 pass the details to a colleague who is able to deal with the problem

Outcome 4: Know how to take details of customer service problems

The learner can:

4.1 identify customer expectations of the organisation's services or products that may cause problems if they are not met

4.2 describe how to respond to customers who raise problems in a way that the customers will find calm and helpful

4.3 name reference codes or identifiers their organisation uses to identify customers

4.4 identify questions that can be used to gather information that will be most helpful in resolving a problem

4.5 state details their organisation needs to resolve a problem

4.6 describe details their organisation uses to identify specific customer transactions

4.7 name the appropriate colleagues to whom details of problems should be passed

4.8 identify their organisation's preferences for the way in which details of problems should be passed on

Unit 109 Take details of customer service problems

Evidence requirements

1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is also allowed for evidence within this Unit but ideally this should be based on either previous or existing experience from a work placement, a realistic working environment or real work. (Guidelines for the assessment of Simulated Activities and a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4 You need to include evidence of taking details of customer service problems from customers who are:

- a easy to deal with
- b difficult to deal with.

5 You may include evidence that you have passed details to a colleague able to deal with the problem either verbally or in writing.

Unit 110 Communicate using customer service language

Level: 1
Credit value: 4
UAN: F/601/1609

Unit aim
This unit is about the language and basic principles that are the heart of customer service and the skills needed to communicate effectively with customers and colleagues. It also covers how the learner fits into the customer service picture in their organisation and the contribution of their job to good customer service. The individual needs to be able to describe and explain the services or products that their organisation offers and how it delivers customer service.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Be able to identify customers and their characteristics and expectations
2. Be able to identify their organisation's services and products
3. Know how to communicate using customer service language

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit directly relates to Unit F1 of the Customer Service NOS 2010.

Support of the unit by a sector or other appropriate body
This unit has been developed by the Institute of Customer Service.

Assessment
This unit will be assessed by portfolio of evidence, as specified in the Institute of Customer Service (ICS) Customer Service Assessment Strategy 2010.

Unit 110 Communicate using customer service language

Learning outcomes and assessment criteria

Outcome 1: Be able to identify customers and their characteristics and expectations

The learner can:

1.1 recognise typical customers and their expectations

1.2 discuss customer expectations with colleagues using recognised customer service language

1.3 follow procedures through which they and their colleagues deliver effective customer service

Outcome 2: Be able to identify their organisation's services and products

The learner can:

2.1 outline their organisation's services and products to customers

2.2 greet customers politely and positively

2.3 list the information they need to deliver effective customer service and where that information can be found

Outcome 3: Know how to communicate using customer service language

The learner can:

3.1 identify the differences between an internal customer and an external customer

3.2 list their organisation's services or products

3.3 describe the connection between customer expectations and customer satisfaction in customer service

3.4 describe why organisation procedures are important to good customer service

3.5 explain why teamwork is central to good customer service

3.6 identify the service offer of their organisation

3.7 identify the part they play in delivering customer service

3.8 identify who are their customers

3.9 describe the main characteristics of typical customers that they deal with

3.10 identify what impresses their customers and what annoys their customers

3.11 identify who's who and who does what to deliver customer service in their organisation

3.12 describe the kinds of information they need to give good customer service to customers

3.13 explain how to find information about their organisation's services or products

3.14 list typical customer service problems in their work and who should be told about them

3.15 explain how the way they behave affects their customer's service experience

Unit 110 Communicate using customer service language

Evidence requirements

1 Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)

2 You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.

4 The 'organisation' from which you draw your evidence must be the organisation you work for or the organisation in which you have realistic work experience. The 'organisation' may be the whole of the organisation or the business unit, division or department with which you are involved.

Unit 111 Word processing software

Level: 1
Credit value: 3
UAN: L/502/4627

Unit aim
This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

On completion of this unit a candidate should be able to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.

Word processing tools and techniques will be described as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Be able to enter, edit and combine text and other information accurately within word processing documents
2. Be able to structure information within word processing documents
3. Be able to use word processing software tools to format and present documents

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

Support of the unit by a sector or other appropriate body
This unit was developed by e-Skills UK.

Assessment
This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

Unit 111 Word processing software

Learning outcomes and assessment criteria

Outcome 1: Be able to enter, edit and combine text and other information accurately within word processing documents

The learner can:

1.1 identify what types of information are needed in documents

1.2 identify what templates are available and when to use them

1.3 use keyboard or other input method to enter or insert text and other information

1.4 combine information of different types or from different sources into a document

1.5 enter information into existing tables, forms and templates

1.6 use editing tools to amend document content

1.7 store and retrieve document files effectively, in line with local guidelines and conventions where available

Outcome 2: Be able to structure information within word processing documents

The learner can:

2.1 create and modify tables to organise tabular or numeric information

2.2 select and apply heading styles to text

Outcome 3: Be able to use word processing software tools to format and present documents

The learner can:

3.1 identify what formatting to use to enhance presentation of the document

3.2 select and use appropriate techniques to format characters and paragraphs

3.3 select and use appropriate page layout to present and print documents

3.4 check documents meet needs, using IT tools and making corrections as necessary

Unit 111 Word processing software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1: Be able to enter, edit and combine text and other information accurately within word processing documents

The learner should be able to and understand:

- Types of information:
    - text, numbers, images, other graphic elements (e.g. lines, borders)
- Keyboard or other input method:
    - keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts
- Other input methods: voice recognition, touch screen, stylus
- Editing tools:
    - editing tools appropriate to the type of information, for example:
        - select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
- Store and retrieve:
    - files (e.g. create, name, open, save, save as, print, close, find)

Outcome 2: Be able to structure information within word processing documents

The learner should be able to and understand:

- Tables:
    - add table, insert and delete rows and columns, adjust column width

Outcome 3: Be able to use word processing software tools to format and present documents

The learner should be able to and understand:

- Format characters:
    - size, font style (typeface), colour, bold, underline and italic
- Format paragraphs:
    - alignment, bullets, numbering, line spacing, borders, shading
- Page layout:
    - size, orientation, margins, page breaks, page numbering
    - standard document layouts (e.g. letter, memo)
- Check word processed documents:
    - spell check, grammar check
    - typeface and size
    - page layout, margins, line and page breaks, tables
    - print preview
    - accuracy, consistency

Unit 112 Using email

Level: 1
Credit value: 2
UAN: J/502/4299

Unit aim
This is the ability to make the best use of email software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to understand and use a range of basic email software tools to send, receive and store messages for straightforward or routine activities.

Email tools and techniques will be defined as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques used will be familiar or commonly undertaken.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1. Be able to use email software tools and techniques to compose and send messages
2. Be able to manage incoming email effectively

Guided learning hours
It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

Support of the unit by a sector or other appropriate body
This unit was developed by e-Skills UK.

Assessment
This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

Unit 112 Using email

Learning outcomes and assessment criteria

Outcome 1: Be able to use email software tools and techniques to compose and send messages

The learner can:

1.1 use software tools to compose and format email messages
1.2 attach files to email messages
1.3 send email messages
1.4 identify how to stay safe and respect others when using email
1.5 use an address book to store and retrieve contact information

Outcome 2: Be able to manage incoming email effectively

The learner can:

2.1 follow guidelines and procedures for using email
2.2 identify when and how to respond to email messages
2.3 read and respond to email messages appropriately
2.4 identify what messages to delete and when to do so
2.5 organise and store email messages
2.6 respond appropriately to common email problems

Unit 112 Using email

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1: Be able to use email software tools and techniques to compose and send messages

The learner should be able to and understand:

- Compose and format email:
    - format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check
- Send email:
    - To, from, cc, subject; reply, reply all, forward
- Staying safe:
    - avoid inappropriate disclosure of personal information
    - avoid misuse of images
    - use appropriate language, respect confidentiality
    - use copy lists with discrimination
- Address book:
    - add, edit, delete contact entries, contacts list

Outcome 2: Be able to manage incoming email effectively

The learner should be able to and understand:

- Guidelines and procedures:
    - set by employer or organisation, security, copyright
    - netiquette
    - password protection
- Email responses:
    - decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments
- Organise and store email:
    - folders, subfolders, delete unwanted messages, backup, address lists
- Email problems:
    - due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses

Unit 113 Using the Internet

Level: 1
Credit value: 3
UAN: T/502/4296

Unit aims
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.

On completion of this unit a candidate should be able to understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities.

Internet tools and techniques will be defined as 'basic' because:

- the software tools and functions will be pre-determined or commonly used; and
- the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.

Examples of context: Using the Internet to research a journey or holiday; using e-learning content via a company intranet or virtual learning environment

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1. Be able to connect to the internet
2. Be able to use browser software to navigate web pages
3. Be able to use browser tools to search for information from the internet
4. Be able to use browser software to communicate information online
5. Be able to follow and understand the need for safety and security practices when working online

Guided learning hours
It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.

Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Unit 113 Using the Internet

Learning outcomes and assessment criteria

Outcome 1 Be able to connect to the internet

The learner can:

1. identify different types of connection methods that can be used to access the Internet
2. access the internet or intranet

Outcome 2 Be able to use browser software to navigate web pages

The learner can:

1. use browser tools to navigate web pages
2. identify when to change browser settings to aid navigation
3. adjust browser settings to meet needs
4. use browser help facilities

Outcome 3 Be able to use browser tools to search for information from the internet

The learner can:

1. select and use appropriate search techniques to locate information
2. outline how information meets requirements
3. use references to make it easier to find information another time
4. download and save different types of information from the Internet

Outcome 4 Be able to use browser software to communicate information online

The learner can:

1. select and use tools and techniques to communicate information online
2. use browser tools to share information sources with others
3. submit information online using forms or interactive sites
4. identify opportunities to post or publish material to websites

Outcome 5 Be able to follow and understand the need for safety and security practices when working online

The learner can:

1. identify the threats to user safety when working online
2. outline how to minimise internet security risks
3. work responsibly and take appropriate safety and security precautions when working online
4. keep personal information secure
5. follow relevant laws, guidelines and procedures for the use of the Internet

Unit 113 Using the Internet

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Be able to connect to the internet

The learner should be able to and understand:

- Connection methods:
    - LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband
    - Obtaining access: ISP, user name, password; hardware and software requirements

Outcome 2 Be able to use browser software to navigate web pages

The learner should be able to and understand:

- Browser tools:
    - enter, back, forward, refresh, stop, history, new window, new tab
    - toolbar, search bar, address bar; home, go to, follow link, URL
- Browser settings:
    - homepage, autofill, security, pop-ups, appearance, privacy; search engine
    - toolbars, zoom

Outcome 3 Be able to use browser tools to search for information from the internet

The learner should be able to and understand:

- Search techniques:
    - search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query
- Information requirements:
    - recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail
- References:
    - history, favourites, bookmarks; links
    - log useful sites
- Download information:
    - webpage, website; Images, text, numbers, sound, games, video, TV, music

Outcome 4 Be able to use browser software to communicate information online

The learner should be able to and understand:

- Communicate information:
    - saved information (pod-casts, text, images), real time information (blogs, instant messaging)
- Share information sources:
    - send link, send webpage
- Submit information:
    - fill-in and submit web forms
    - ratings, reviews, recommendations
    - wikis
    - discussion forums, interactive sites
    - netiquette

Outcome 5 Be able to follow and understand the need for safety and security practices when working online

The learner should be able to and understand:

- Safety precautions:
    - firewall settings, Internet security settings
    - report inappropriate behaviour
    - report security threats or breaches
    - netiquette, content filtering, avoid inappropriate disclosure of information
- Threats to user safety:
    - abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming
    - abuse of young people
    - false identities
    - financial deception
    - identity theft
- Information security:
    - username and password/PIN selection, online identity/profile
    - real name, pseudonym, avatar
    - what personal information to include, who can see the information, withhold personal information
- Minimise risk:
    - virus-checking software, anti-spam software, firewall
    - treat messages, files, software and attachments from unknown sources with caution
- Laws, guidelines and procedures:
    - set by employer or organisation or centre relating to health and safety, security
- Laws: relating to copyright, software download and licensing

Unit 114 Using collaborative technologies

Level: 1
Credit value: 3
UAN: A/502/4378

Unit aim
This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.

On completion of this unit a candidate should be able to safely use IT tool and devices to work collaboratively by:

- preparing and accessing IT tools and devices;
- playing a responsible and active role in real-time communication; and
- contributing relevant information.

Any aspect that is unfamiliar will require support and advice from others.

Examples of context: Typical collaborative activities may include – setting up a profile on a social networking site, taking part in an online conference or chat session.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Be able to stay safe and secure when using collaborative technology
2. Be able to set up and access IT tools and devices for collaborative working
3. Be able to prepare collaborative technologies for use
4. Be able to contribute to tasks using collaborative technologies

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

Support of the unit by a sector or other appropriate body
This unit was developed by e-Skills UK.

Assessment
This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

Unit 114 Using collaborative technologies

Learning outcomes and assessment criteria

Outcome 1 Be able to stay safe and secure when using collaborative technology

The learner can:

1.1 Follow guidelines for working with collaborative technology

1.2 Identify risks in using collaborative technology and why it is important to avoid them

1.3 Carry out straightforward checks on others' online identities and different types of information

1.4 Identify when and how to report online safety and security issues

1.5 Identify what methods are used to promote trust

Outcome 2 Be able to set up and access IT tools and devices for collaborative working

The learner can:

2.1 Set up IT tools and devices that will enable you to contribute to collaborative work

2.2 Identify the purpose for using collaborative technologies and expected outcomes

2.3 Identify which collaborative technology tools and devices to use for different communication media

2.4 Identify what terms and conditions apply to using collaborative technologies

Outcome 3 Be able to prepare collaborative technologies for use

The learner can:

3.1 Use given details to access collaborative technologies needed for a collaborative task

3.2 Adjust basic settings on collaborative technologies

3.3 Change the environment of collaborative technologies

3.4 Set up and use a data reader to feed information

3.5 Identify what and why permissions are set to allow others to access information

Outcome 4 Be able to contribute to tasks using collaborative technologies

The learner can:

4.1 Contribute responsibly and actively to collaborative working

4.2 Contribute to producing and archiving the agreed outcome of collaborative working

4.3 Identify when there is a problem with collaborative technologies and where to get help

4.4 Respond to simple problems with collaborative technologies

Unit 114 Using collaborative technologies

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Be able to stay safe and secure when using collaborative technology

The learner should be able to and understand:

- Guidelines for using collaborative technology:
    - Guidelines set by your organisation or community of interest
    - About uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection
- Risks when working with collaborative technologies:
    - Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss
- Checks on others' identities and different types of information:
    - Compare sources, cross references
- Methods to promote trust:
    - Contact information, membership of professional bodies, recommendations, links

Outcome 2 Be able to set up and access IT tools and devices for collaborative working

The learner should be able to and understand:

- Connect and configure collaborative technologies:
    - Connect to another site, check whether both sites are connected
- Purposes for collaborative working: Will vary according to the task, but may include:
    - sharing, displaying and recording information
    - discussing and reflecting, establishing identity, joining interest groups
    - developing ideas, contributing to research
- Outcomes of collaborative working:
    - Measurable (e.g. document, minutes, notes, project plan, transcript)
    - Ephemeral (e.g. conversation, agreement)
- Collaborative technology tools and devices:
    - Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem)
    - Software: products, services, sites
- Communication media:
    - Text, audio/spoken, still/video/animated images

Outcome 3 Be able to prepare collaborative technologies for use

The learner should be able to and understand:

- Access to collaborative technologies:
    - Download software, agree terms and conditions, register or set up an ID
- Adjust settings:
    - Hardware: colour, type size, window size, volume
    - Browser: cookies, pop-ups
    - Security settings: firewall
- Environments for collaborative technologies:
    - User interface: choose skins, templates
    - Work environment: lighting, position of devices
- Permissions:
    - Web address, phone number, user name and password, access code

Outcome 4 Be able to contribute to tasks using collaborative technologies

The learner should be able to and understand:

- Contributing responsibly:
    - Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding
- Archiving collaborative outcomes:
    - Cut, paste, save
- Problems with collaborative technologies:
    - Routine (eg settings, software not responding, hardware connections)
- Respond to problems:
    - Follow on screen help, know who to ask for expert help

Unit 115 IT communication fundamentals

Level: 1
Credit value: 2
UAN: Y/502/4291

Unit aim
This unit aims to develop knowledge, understanding and skills in IT communication fundamentals.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Be able to use a variety of sources of information to meet needs
2. Be able to access, search for, select and use Internet-based information and assess its fitness for purpose
3. Be able to select and use IT to communicate and exchange information

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.

Unit 115 IT communication fundamentals

Learning outcomes and assessment criteria

Outcome 1 Be able to use a variety of sources of information to meet needs

The learner can:

1.1 Use appropriate sources of IT-based and other forms of information to meet needs

1.2 Identify different features of information

1.3 Recognise copyright constraints on the use of information

Outcome 2 Be able to access, search for, select and use Internet-based information and assess its fitness for purpose

The learner can:

2.1 Access, navigate and search Internet sources of information purposefully and effectively

2.2 Use appropriate search techniques to locate and select relevant information

2.3 Outline how the information meets requirements and is fit for purpose

Outcome 3 Be able to select and use IT to communicate and exchange information

The learner can:

3.1 Create, access, read and respond appropriately to email and other IT-based communication

3.2 Use IT tools to maintain an address book and schedule activities

Unit 117 Bespoke software

Level: 1
Credit value: 2
UAN: A/502/4395

Unit aim
This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively. On completion of this unit a candidate should be able to use basic bespoke software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Bespoke software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be predefined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the data type and structure will be predetermined or familiar.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1. Be able to input, organise and combine information using bespoke software
2. Be able to use tools and techniques to edit, process, format and present information

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

Support of the unit by a sector or other appropriate body
This unit was developed by e-Skills UK.

Assessment
This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

Unit 117 Bespoke software

Learning outcomes and assessment criteria

Outcome 1: Be able to input, organise and combine information using bespoke software

The learner can:

1.1 input relevant information accurately into existing templates and/or files so that it is ready for processing

1.2 organise and combine information of different forms or from different sources

1.3 follow local and/or legal guidelines for the storage and use of data where available

1.4 respond appropriately to data entry error messages

Outcome 2: Be able to use tools and techniques to edit, process, format and present information

The learner can:

2.1 use appropriate tools and techniques to edit, process or format information

2.2 check information meets needs, using IT tools and making corrections as appropriate

2.3 use appropriate presentation methods and accepted layouts

Unit 117 Bespoke software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Be able to input, organise and combine information using bespoke software

The learner should be able to and understand:

- Types of bespoke information:
    - information will vary according to the software for example:
        - text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables
- Inputting information:
    - inputting tools and techniques will vary according to the technology being used for example:
        - interface devices (e.g. keyboard, mouse, stylus, touch screen)
        - microphone (e.g. headset, built-in)
        - camera (e.g. web cam, video camera, mobile phone camera)
- Combining information techniques:
    - insert, size, position, wrap, order, group
- Guidelines for the storage and use of data:
    - set by employer or organisation or centre
    - policies relating to security, backup and data protection
    - guidelines for data format; compliance, audit and reporting requirements
    - file management will vary according to the application

Outcome 2 Be able to use tools and techniques to edit, process, format and present information

The learner should be able to and understand:

- Editing, analysis and formatting techniques:
    - techniques will vary according to the software and task, for example:
        - **editing**: select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch
        - **process**: sort, pre-set queries, simple operator formulas, charts and graphs
        - **formatting**: characters, lines, paragraphs, pages, file type
- Check bespoke information:
    - checks will vary according to the type of information and software, but could include:
        - spell check, grammar check
        - accuracy of figures
        - labelling and size of images
        - volume of sound
- Presentation methods:

- methods will vary according to the software and task, for example:
  - on screen display, publishing on a web site, hard copy print out, digital file
  - organisational house style, branding

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: information on how to register for GOLA/e-volve assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA/e-volve, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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