Unit 322 Bespoke software

UAN:	**J/502/4397**
Level:	3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.
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 select and use a range of advanced bespoke software tools and techniques for complex or non-routine information.

Learning outcome
The learner will: 1. Input and combine information using bespoke software.
Assessment criteria
The learner can: 1.1 input relevant information accurately so that it is ready for processing 1.2 select and use appropriate techniques to link and combine information within the application and across different software applications.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 2. Create and modify appropriate structures to organise and retrieve information efficiently.
Assessment criteria
The learner can: 2.1 evaluate the use of software functions to structure, layout and style information 2.2 create, change and use appropriate structures and/or layouts to organise information efficiently 2.3 manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 3. Exploit the functions of the software effectively to process and present information.
Assessment criteria
The learner can: 3.1 select and use appropriate tools and techniques to edit, analyse and format information 3.2 check information meets needs, using IT tools and making corrections as necessary 3.3 identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs 3.4 select and use presentation methods to aid clarity and meaning.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony.

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Supporting information

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 Input 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 (eg keyboard, mouse, stylus, touch screen)
    - microphone (eg headset, built-in)
    - camera (eg web cam, video camera, mobile phone camera)
    - shortcuts, customise keys.

File types and software:

- Text (eg rtf, doc, pdf).
- Images (eg jpeg, tiff, psd).
- Charts and graphs (eg xls).
- Sound (eg wav, MP3).

Combining information techniques:

- Insert, size, position, wrap, order, group.
- Links and references to external data.
- Version control.
- Import data, export data.

Outcome 2 Create and modify appropriate structures to organise and retrieve information efficiently

The learner should be able to and understand:

Structures, layouts and conventions:

- Apply and change existing templates, set up templates for common information.
- Apply or change existing styles, set up styles for information.

Manage data files:

- File storage, data import and export, restore lost data.
- Identify ineffective backup storage.

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 3 Exploit the functions of the software effectively to process 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.
    - Analysis: design queries, mathematical, logical or statistical functions.
    - Formatting: characters, lines, paragraphs, pages, file type.

Check 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
    - quality of images and sound
    - line, paragraph and page breaks fall appropriately
    - formatting is consistent, the use of headings and subheadings aid clarity
    - the placing of images or sound clips.

Quality problems with outcomes:

- Will vary according to the content, for example:
    - text (eg formatting, structure)
    - images (eg size, position, orientation)
    - numbers (eg decimal points, accuracy of calculations)
    - sound (eg volume, sound clip out of sync).

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.