Entry 3 Skills for Working Life (4807-03)

May 2015 Version 2.0

Unit recording documents for
Information technology (Units 406-416)

City & Guilds
Believe you can

www.cityandguilds.com

INFORMATION TECHNOLOGY E3

Unit no: **406**	Unit title: **Introduction to ICT**	Credit value: **3**

Guidance: For this unit, learners are introduced to ICT in general. Learners will use input and output devices, select, use and enter information, format text, insert and position images as well as use and present information for an agreed purpose.

Learning Outcomes: The learner will be able to:

- interact with and use an ICT system
- follow recommended safe operating practices
- use ICT to search for, select and use information
- enter, develop and present information for an agreed purpose using an ICT system

Assessor initials /date				
				E🏃

				Practical Evidence
				• Use correct procedures for start and shutdown of an ICT system
				• Open applications
				• Close applications
				• Use input devices
				• Use output devices
				• Use software applications
				• Recognise interface features
				• Use interface features
				• Follow safe practices
				• Use appropriate search techniques
				• Select information
				• Use information for an agreed purpose
				• Enter information
				• Format text
				• Insert and position images
				• Present information for an agreed purpose
Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*				
				• List safety points to be remembered when using a computer

Continued…

INFORMATION TECHNOLOGY E3
406 Continued...

Declaration	The learning outcome has been achieved by satisfactory performance of all the components listed above		
Date of all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **407**	Unit title:	**Introduction to using spreadsheet software**	Credit value: **1**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device

Learners are introduced to spreadsheet software. Learners will enter, copy, replicate and manipulate data, save and print a file.

Learning Outcome: The learner will be able to:

- Use spreadsheet software

Assessor Initials/Date					
					E

					Practical Evidence
					• Load a spreadsheet software package
					• Exit from a spreadsheet software package
					• Load a spreadsheet file
					• Save a spreadsheet file
					• Enter data in a spreadsheet
					• Format data using justify
					• Format data using font
					• Format data using font size
					• Format data using colour
					• Move data
					• Copy data
					• Replicate data
					• Print a spreadsheet file
					Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*
					• Give a reason why spreadsheets are useful
					• Give examples of spreadsheets in use in daily life

INFORMATION TECHNOLOGY E3
407 Continued...

DECLARATION- The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date of all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: 408	Unit title: **Introduction to using the internet**	Credit value: **1**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device

Learners are enabled to gain the fundamental skills to use the internet to search for information.

Learning Outcome: The learner will be able to:
- Use the internet

Assessor Initials/Date					
					E

Practical Evidence					
					• Load an internet browser
					• Access a given website by using favourites
					• Access a given website by entering the web address
					• Navigate websites using forward
					• Navigate websites using back
					• Navigate websites using hyperlinks
					• Use a search engine to locate information

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*	
	• State the function of a hyperlink
	• Give examples of search engines that you have used.

Declaration The learning outcome has been achieved by satisfactory performance of all the components listed above

Date of all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **409**	Unit title:	**Introduction to using word processing software**	Credit value: **1**

Guidance: For this unit, learners are introduced to word processing software. Learners will create, edit format and print a document using word processing software.

Learning Outcome: The learner will be able to:
- Use word processing software

Assessor Initials/Date					
					E

					Practical Evidence
					• Load a word processing software package
					• Exit from a word processing software package
					• Create documents
					• Open documents for editing
					• Save documents
					• Enter text
					• Edit text by inserting
					• Edit text by deleting
					• Edit text by cutting
					• Edit text by copying
					• Edit text by pasting
					• Format text by changing font
					• Format text by changing style
					• Format text by changing size
					• Print a document

Continued…

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*			
	• Give a reason why word processed documents are useful		
	• Give examples of word processed documents in use in daily life		
Declaration The learning outcome has been achieved by satisfactory performance of all the components listed above			
Date of all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **410**	Unit title:	**Introduction to selecting information using the internet**	Credit value: **1**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity and the internet with external mouse or other input device. Learners will be enabled to recognise appropriate sources of information and search the world wide web using web addresses and hyperlinks.

Learning Outcome:	The learner will be able to:
	• Recognise sources of information
	• Search for information

Assessor Initials/Date

				E

Practical Evidence					
					• Recognise appropriate sources of information (ICT and other forms)
					• Use appropriate sources of information for a purpose
					• Access web sites using given web addresses
					• Follow hyperlinks to find information
					• Select information
					• Use information

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*	
	• State the subject about which you wished to find information and the website you used to find it
	• State the purpose of the information you found

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date of all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **411**	Unit title:	**Introduction to using ICT systems**	Credit value: **3**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device. Learners will be provided with a starting point from which they will gain skills to identify and use the main hardware components of ICT systems, start-up and shut down operating systems correctly, employ health, safety and security skills in an ICT environment, use removable media, load, use and close software applications and enter and print data.

Learning Outcomes: The learner will be able to:

- Recognise the main components of ICT systems
- Operate an ICT system
- Understand safe and secure working practices
- Use a software application package

Assessor Initials/Date					
					E

	Practical Evidence	
	• Identify the main hardware components of ICT systems and list them below	
	-	
	-	
	-	
	-	
	• Start up an ICT system correctly	
	• Shut down an ICT system correctly	
	• Use ICT hardware components	
	• Operate an ICT system in a safe way	
	• Use passwords	
	• Keep passwords secure	
	• Use removable media correctly	
	• Load a software application	
	• Close a software application	
	• Enter data using an appropriate input device	
	• Print from the application	

Continued…

INFORMATION TECHNOLOGY E3

411 Continued…

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*	
	• State the function of the hardware components identified above
	• Give a reason why it is important to start up an ICT system correctly
	• Give a reason why it is important to shut down an ICT system correctly
	• State why it is sometimes necessary to use a password and keep it secure
	• State why removable media must be used correctly
	• State what can happen if a software application is not closed properly

Declaration	The learning outcome has been achieved by satisfactory performance of all the components listed above

Date of all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **412** Unit title: **Introduction to using graphics software** Credit value: **1**				
Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device. Learners will be enabled to load and exit from a graphics package, load and save an image file, resize, position and print an image.				
Learning Outcome: The learner will be able to: • Use a graphics software package				
Assessor Initials/Date				
				E
Practical Evidence				
				• Load a graphics software package
				• Exit from a graphics software package
				• Load an image file
				• Save an image file
				• Resize an image on a page
				• Position an image on a page
				• Add a caption to an image
				• Print an image file
Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*				
				• Give a reason why graphics software is useful
				• Give a reason for printing images
Declaration The learning outcome has been achieved by satisfactory performance of all the components listed above				
Date of all assessments completed for this unit:				

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **413**	Unit title:	**Introduction to using email and text messaging**	Credit value: **1**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device. There must also be a mobile phone available. Learners will be provided with an introduction to communication by email and text messaging. Learners will send and receive messages using email software and a mobile phone for text messaging.

Learning Outcome: The learner will be able to:
- Use email software
- Use mobile phone for text messaging

Assessor Initials/Date				
				E

				Practical Evidence
				• Open an email software package
				• Access and read an email
				• Delete an email
				• Reply to an email
				• Forward an email
				• Create an email
				• Send an email
				• Close an email software package
				• Access messages menu on a mobile phone
				• Select and read a message in the inbox
				• Reply to a message
				• Write a message
				• Send a message to a number stored in the phone book
				• Use predictive text for writing messages
				• Save messages
				• Delete messages

Continued…

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*		
	•	Give a reason for using email as a form of communication
	•	Give a reason for using text messaging as a means of communication
	•	State an advantage of using predictive text messaging
	•	State a disadvantage of using predictive text messaging

Declaration	The learning outcome has been achieved by satisfactory performance of all the components listed above

Date of all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

| Unit no: **414** | Unit title: | **Introduction to personal digital photograph processing** | Credit value: **1** |

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device. There must also be a digital camera available with appropriate connection method. Learners will be provided with an introduction to the processing of digital photographs taken for personal use. Learners will use a software package to load photographs from a camera, resize, position, and print a photograph.

Learning Outcome: The learner will be able to:
- Use a software package to process digital photographs

Assessor Initials/Date				
				E
Practical Evidence				
				• Load a software package suitable for processing digital photographs
				• Connect a digital camera to computer
				• Download photographs to the computer
				• Load a photograph file
				• Save a photograph file
				• Resize a photograph on a page
				• Reposition a photograph on a page
				• Print a photograph
				• Exit from the software package used
Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*				
				• Give a reason for transferring photographs to a computer
				• Give a reason for resizing and repositioning photographs
				• Give a reason for printing photographs

Continued…

Declaration	The learning outcorne has been achieved by satisfactory performance of all the components listed above		
Date of all assessments completed for this unit:			
Narne of Assessor	Signature of Assessor	Narne of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **415**	Unit title:	**Introduction to using the internet for shopping**	Credit value: **1**

Guidance: For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity and the internet with external mouse or other input device. Learners will be enabled to access the necessary skills with which to shop on line

Learning Outcome: The learner will be able to:
- Use the internet to make an on-line purchase

Assessor Initials/Date

E

					Practical Evidence
					• Load an internet browser
					• Use a search engine to find an appropriate site
					• View items for sale on line
					• Select item to purchase
					• View item and amount to be paid
					• Enter delivery information
					• Pay for item paying attention to security details
					• Print out order
					• Exit from the purchase site
					• Exit from the internet browser
					Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*
					• Give a reason for using the internet for shopping
					• Give a reason paying attention to security details
					• Give a reason for printing out the order

Continued…

Declaration	The learning outcome has been achieved by satisfactory performance of all the components listed above		
Date of all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

INFORMATION TECHNOLOGY E3

Unit no: **416**	Unit title:	**Introduction to Desk Top Publishing Applications**	Credit value: **1**

Guidance: For this unit, learners are introduced to desk top publishing software. Learners will create a simple document containing text and an image then save and print it.

Learning Outcome: The learner will be able to:

- Use desk top publishing software to create a document

Assessor Initials/Date				
				E🏃

				Practical Evidence
				• Load a desk top publishing software package
				• Exit from a desk top publishing software package
				• Select a purpose for creating a document
				• Create the document containing text
				• Add an image to the document
				• Save the document
				• Print the document

	Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*
	• Give a reason why desk top published documents are useful
	• Give examples of desk top published documents in use in daily life

Declaration	The learning outcome has been achieved by satisfactory performance of all the components listed above

Date of all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

City & Guilds
Believe you can

www.cityandguilds.com

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.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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 on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework** : general guidance about the 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**: how to register for e-assessments.

Useful contacts

UK learners **General qualification**	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
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials,	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	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	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, e-assessment, Navigation,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills,	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413