

Unit 115: Bespoke Software Level 1

Level: 1

Credit value: 2

Guided learning hours: 15

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1. Input, organise and combine information using bespoke software</p>	<p>The learner can:</p> <p>1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing</p> <p>1.2 Organise and combine information of different forms or from different sources</p> <p>1.3 Follow local and/or legal guidelines for the storage and use of data where available</p> <p>1.4 Respond appropriately to data entry error messages</p>	<p>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</p> <p>Input information: using Keyboard, mouse, scanner, voice recognition, touch screen, stylus</p> <p>Templates and files: Existing templates, working from an example</p> <p>Combine information: Insert, size, position</p> <p>Guidelines for the storage and use of data: File management will vary according to the application.</p>
<p>2. Use tools and techniques to edit, process, format and present information</p>	<p>2.1 Use appropriate tools and techniques to edit, process or format information</p> <p>2.2 Check information meets needs, using IT tools and making corrections as necessary</p> <p>2.3 Use appropriate presentation methods and accepted layouts</p>	<p>Editing, analysis and formatting techniques: Techniques will vary according to the software and task, for example:</p> <p>Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch</p> <p>Analysis – sort, pre-set queries, simple operator formulas, charts and graphs</p> <p>Formatting – characters, lines, paragraphs, pages, file type</p>

		<p>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</p> <p>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</p>
--	--	---

Unit purpose and 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.

This unit is about the skills and knowledge needed by an IT User 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 pre-defined 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.

Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Assessment

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and

- the IT tools, techniques or functions to be used.

See Recommended Assessment Methods in the ITQ Centre Handbook.

Evidence requirements

An evidence checklist must be completed without gaps.

Guidance on assessment and evidence requirements

Please refer to the centre handbook for ITQ 2009.