

Unit Title:	Using the Internet
OCR unit number:	39
Level:	1
Credit value:	3
Guided learning hours:	20
Unit reference number:	T/502/4296

## Unit purpose and aim

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 use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

Internet tools and techniques will be defined as 'basic' at this level 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.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1 Connect to the internet</p>	<p>The learner can:</p> <p>1.1 Identify different types of <b>connection methods</b> that can be used to access the Internet</p> <p>1.2 Access the Internet or intranet</p>	<p><b>Connection methods:</b> LAN, VPN; modem, router, wireless, dial-up, broadband</p> <p><b>Obtaining access:</b> ISP, user name, password</p>
<p>2 Use browser software to navigate web pages</p>	<p>2.1 Use browser tools to navigate webpages</p> <p>2.2 Identify when to change browser settings to aid navigation</p> <p>2.3 Adjust <b>browser settings</b> to meet needs</p> <p>2.4 Use browser help facilities</p>	<p><b>Browser tools:</b> Enter, back, forward, refresh, stop, history, new window, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL</p> <p><b>Browser settings:</b> Homepage, autofill, security, pop-ups,</p>

Learning Outcomes	Assessment Criteria	Examples
	available	appearance, privacy; search engine; toolbars, zoom
3 Use browser tools to search for information from the internet	3.1 Select and use appropriate <a href="#">search techniques</a> to locate information 3.2 Outline how information meets requirements 3.3 Use <a href="#">references</a> to make it easier to find information another time 3.4 <a href="#">Download</a> and save different types of information from the Internet	<p><a href="#">Search techniques</a>: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query</p> <p><a href="#">Information requirements</a>: Reliability, accuracy, currency, sufficiency</p> <p><a href="#">References</a>: History, favourites, bookmarks; links; log useful sites</p> <p><a href="#">Download information</a>: Webpage, website; Images, text, numbers, sound, games, video, TV, music</p>
4 Use browser software to communicate information online	4.1 Select and use tools and techniques to <a href="#">communicate information</a> online 4.2 Use browser tools to <a href="#">share information sources</a> with others 4.3 <a href="#">Submit information</a> online using forms or interactive sites 4.4 Identify opportunities to post or publish material to websites	<p><a href="#">Communicate information</a>: Saved information (pod-casts, text, images), real time information (blogs, instant messaging)</p> <p><a href="#">Share information</a>: Send link, send webpage; photographs; calendar</p> <p><a href="#">Submit information</a>: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette</p>
5 Follow and understand the need for safety and security practices when working online	5.1 Identify the <a href="#">threats to user safety</a> when working online 5.2 Outline how to minimise internet security risks 5.3 Work responsibly and take appropriate <a href="#">safety and security precautions</a> when working online 5.4 Keep personal <a href="#">information secure</a> 5.5 Follow relevant <a href="#">laws, guidelines and procedures</a> for the use of the Internet	<p><a href="#">Threats to system performance</a>: Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes</p> <p><a href="#">Threats to information security</a>: Malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft</p>

Learning Outcomes	Assessment Criteria	Examples
		<p><b>Safety precautions:</b> Firewall settings, Internet security settings; carry out security checks, report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information</p> <p><b>Threats to user safety:</b> Abusive behaviour (“cyber bullying”), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception</p> <p><b>information security:</b> Username and password/PIN selection and management, password strength, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information; withhold personal information</p> <p><b>Minimise risk:</b> Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution</p> <p><b>Laws, guidelines and procedures:</b> Set by employer or organisation relating to health and safety, security; Laws: relating to copyright, software download and licensing</p>

## Assessment

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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 the Assessment and postal moderation section of the [ITQ Centre Handbook](#).

## Evidence requirements

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Candidates must complete the Evidence Checklist without gaps for this unit unless they are using one of the live OCR-set assignments or a WebWise test to generate the evidence.

Individual unit checklists are available to download from the qualification [webpage](#) (see forms).

## Guidance on assessment and evidence requirements

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Please refer to the ITQ centre handbook on our [webpage](#).

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

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