

Unit 20: Bespoke Software Level 3

Level: 3
 Credit value: 4
 Guided learning hours: 30
 Unit expiry date: 31/12/2013

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1. Input and combine information using bespoke software</p>	<p>The learner can:</p> <p>1.1 Input relevant information accurately so that it is ready for processing</p> <p>1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications</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, shortcuts, customise keys</p> <p>File types and software: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)</p> <p>Combine information: Insert, size, position, wrap, order, group; import data, links and references to external data, version control; <i>export data</i></p>
<p>2. Create and modify appropriate structures to organise and retrieve information efficiently</p>	<p>2.1 Evaluate the use of software functions to structure, layout and style information</p> <p>2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently</p> <p>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</p>	<p>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</p> <p>Handle data files: File storage, data import and export, restore lost data; identify ineffective backup storage</p> <p>Guidelines for data storage and use: Set by: employer or</p>

		organisation. Topics covered: security, backup, data format, compliance and reporting, data protection, audit trail
3. Exploit the functions of the software effectively to process and present information	<p>3.1 Select and use appropriate tools and techniques to edit, analyse and format information</p> <p>3.2 Check information meets needs, using IT tools and making corrections as necessary</p> <p>3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs</p> <p>3.4 Select and use presentation methods to aid clarity and meaning</p>	<p>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</p> <p>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, that 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</p> <p>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)</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 select and use a range of advanced of bespoke software tools and techniques for complex or non-routine information. Bespoke software tools and techniques at this level are defined as:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

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

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook.

Evidence requirements

In order to achieve this unit you must demonstrate that you have met all of the stated learning outcomes and assessment criteria. Your assessor must be able to observe you in the workplace or you must provide tangible evidence of your real work activities.

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

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

Guidance on assessment and evidence requirements

Please refer to the centre handbook for ITQ 2009.