

Unit Title: Using the Internet

OCR unit number: 40
 Level: 2
 Credit value: 4
 Guided learning hours: 30
 Unit reference number: A/502/4297

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 make effective use of a connection method and intermediate Internet software tools and techniques to search for and exchange information for at times non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques at this level will be defined as:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar.

A work activity will typically be:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for the selecting how to search for and exchange the information.

Learning Outcomes	Assessment Criteria	Examples
The learner will: 1 Connect to the Internet	The learner can: 1.1 Identify different types of connection methods that can be used to access the Internet 1.2 Identify the benefits and drawbacks of the connection method used 1.3 Get online with an Internet connection 1.4 Use help facilities to solve Internet connection	Connection methods : LAN, VPN, modem, router, wireless, dial-up, broadband; cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology; intranet server (e.g. via parallel, serial or USB connections) Benefits and drawbacks of connection methods : Speed, stability, services offered by

Learning Outcomes	Assessment Criteria	Examples
	problems	ISP, accessibility
2 Use browser software to navigate webpages effectively	2.1 Select and use browser tools to navigate webpages 2.2 Identify when to change settings to aid navigation 2.3 Adjust browser settings to optimise performance and meet needs 2.4 Identify ways to improve the performance of a browser	Browser tools: Enter, back, forward, refresh, stop, history, bookmark, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL Browser settings: Homepage, autofill, cookies, security, pop-ups, appearance, privacy, search engine, zoom, personalisation, accessibility; software updates, temporary file storage Browser performance: Delete cache, delete temporary files, work offline, save websites
3 Use browser tools to search for information from the Internet	3.1 Select and use appropriate search techniques to locate information efficiently 3.2 Describe how well information meets requirements 3.3 Manage and use references to make it easier to find information another time 3.4 Download , organise and store different types of information from the Internet	Search techniques: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query; choice of search engine, wild cards; Boolean operators Information requirements: Reliability, accuracy, currency, sufficiency, Recognise intention and authority of provider, bias, level of detail; relevance. References: History, favourites, bookmarks; links, log useful sites, RSS, data feeds, saved search results; Download information: Webpage, website; Images, text, numbers, sound, games, video, TV, music
4 Use browser software to communicate information online	4.1 Identify opportunities to create, post or publish material to websites 4.2 Select and use appropriate tools and techniques to communicate information online 4.3 Use browser tools to share	Communicate information: Saved information (pod-casts, text, images), real time information (blogs, instant messaging), file transfer protocol [FTP], hypertext transmission protocol [http]

Learning Outcomes	Assessment Criteria	Examples
	<p>information sources with others</p> <p>4.4 Submit information online</p>	<p>Share information: Send link, send webpage, photographs, calendar, feeds</p> <p>Submit information: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette;</p>
<p>5 Understand the need for safety and security practices when working online</p>	<p>5.1 Describe the threats to system performance when working online</p> <p>5.2 Work responsibly and take appropriate safety and security precautions when working online</p> <p>5.3 Describe the threats to information security when working online</p> <p>5.4 Manage personal access to online sources securely</p> <p>5.5 Describe the threats to user safety when working online</p> <p>5.6 Describe how to minimise internet security risks</p> <p>5.7 Apply laws, guidelines and procedures for safe and secure Internet use</p> <p>5.8 Explain the importance of the relevant laws affecting Internet users</p>	<p>Threats to system performance: unwanted e-mail (often referred to as “spam”), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes</p> <p>Safety precautions: 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 , proxy servers</p> <p>Threats to information security: Malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft</p> <p>Personal access: 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>Threats to user safety: Abusive behaviour (“cyber bullying”), inappropriate behaviour and grooming; abuse of young people; false identities;</p>

Learning Outcomes	Assessment Criteria	Examples
		financial deception Minimise risk: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution, block sites, parental controls Laws, guidelines and procedures: Set by employer or organisation relating to Health and safety, security; equal opportunities, disability. Laws: Relating to copyright, software download and licensing, digital rights, IPR, health and safety

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

Evidence requirements

Candidates must complete the Evidence Checklist for this unit without gaps. Individual unit checklists are available to download from the qualification [webpage](#) (see forms).

Guidance on assessment and evidence requirements

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

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).