OCR
Oxford Cambridge and RSA

Unit Title:	**Using the Internet**
OCR unit number:	41
Level:	3
Credit value:	5
Guided learning hours:	40
Unit reference number:	F/502/4298

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 advise on and set up an Internet connection to meet a variety of user needs. They can also make efficient use of advanced Internet software tools and techniques to search for and exchange information for complex and non-routine activities.

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

- the software tools and functions required will be described as complex because at times they involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the range of techniques required for searching and exchanging information will be complex, and the selection process may involve research, identification and application.

A work activity will typically be:

- the task is likely to require research, identification and application;
- the context is likely to require research, analysis and interpretation; and
- the user will take full responsibility for searching for and exchanging the information.

Learning Outcomes	**Assessment Criteria**	**Examples**
The learner will: 1 Select and set up an appropriate connection to access the Internet	The learner can: 1.1 Identify different types of connection methods that can be used to access the Internet 1.2 Explain the benefits and drawbacks of different connection method 1.3 Analyse the issues affecting different groups of users 1.4 Select and set up an	Connection methods: LAN, VPN, modem, router, wireless, broadband, dial-up, 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, accessibility,

Learning Outcomes	Assessment Criteria	Examples
	Internet connection using an appropriate combination of hardware and software 1.5 Recommend a connection method for Internet access to meet identified needs 1.6 Diagnose and solve Internet connection problems	frequency of connection problems, additional services offered by ISP, cost, security Users: New users, learners, those with restricted access, those with disabilities Set up an Internet connection: Identifying and selecting ISP, connecting hardware, installing and configuring software, setting up and testing operation of connection; limiting access
2 Set up and use browser software to navigate webpages	2.1 Select and use browser tools to navigate webpages effectively 2.2 Explain when to change browser settings to aid navigation 2.3 Adjust and monitor browser settings to maintain and improve performance 2.4 Explain when and how to improve browser performance 2.5 Customise browser software to make it easier to use	Browser tools: Enter, back, forward, refresh, history, bookmark, new window, new tab, Toolbar, search bar, address bar; home, go to, follow link, URL; save web address, save as, downloads, temporary files Browser settings: Homepage, autofill, cookies, security, pop-ups, appearance, privacy, updates, add-ons, RSS feeds Browser performance: Delete cache, delete temporary files, work offline, save websites, benchmark tests
3 Use browser tools to search effectively and efficiently for information from the Internet	3.1 Select and use appropriate search techniques to locate information efficiently 3.2 Evaluate 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; meta search engine, wild cards Evaluate information: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail; sufficiency; verify information References: history, favourites, bookmarks; RSS, data feeds,

Learning Outcomes	Assessment Criteria	Examples
		saved search results; log useful sites Download information: Images, text, numbers, sound; software patches
4 Use browser software to communicate information online	4.1 Identify and analyse opportunities to create, post or publish material to websites 4.2 Select and use appropriate tools and techniques to communicate information online 4.3 Share and submit information online using appropriate language and moderate content from others	Communicate information: Saved information (pod-casts, text, images), real time information (blogs, instant messaging; virtual meetings), file transfer protocol [FTP], hypertext transmission protocol [http], VOIP Share information: Send link, send webpage Submit information: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette
5 Develop and apply appropriate safety and security practices and procedures when working online	5.1 Explain the threats to system performance when working online 5.2 Work responsibly and take appropriate safety and security precautions when working online 5.3 Explain the threats to information security and integrity when working online 5.4 Keep information secure and manage user access to online sources securely 5.5 Explain the threats to user safety when working online 5.6 Explain how to minimise internet security risks 5.7 Develop and promote laws, guidelines and procedures for safe and secure use of the Internet	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 Safety precautions: firewall settings, Internet security settings; carry out security checks, report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, proxy servers, avoid inappropriate disclosure of information Threats to information security: malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft Threats to user safety: abusive behaviour (cyber bullying),

Learning Outcomes	Assessment Criteria	Examples
		inappropriate behaviour and grooming; abuse of young people; false identities; financial deception 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 Minimise risk: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution 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 any 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).