

Specialist IT User Skills for *Manufacturing, Processing and Logistics*

Trial Report on

Getting learners up to speed with industry software:
New S/NVQ Units in IT for Logistics

Stephen Grey
March 2005

Executive Summary

Skills for Logistics research has identified potential skills gaps for drivers within road haulage with the use of specialist IT. This is set to continue as technology begins to play an increasingly important part within the sector, with a multitude of different specialist IT software and devices used by companies.

As a result, Skills for Logistics approached e-skills UK on the practicalities of using their export facility in the National Occupational Standards which allows specific e-skills UK units to be used within Skills for Logistics qualifications. The objective of this trial was to investigate whether it was practical to import e-skills UK units into the Skills for Logistics Driving Goods Vehicles S/NVQ qualification, meeting the requirements of employer, employee and training provider.

The trial has been successful in demonstrating the practicalities of introducing export units from e-skills UK into existing Skills for Logistics qualifications. This trial confirmed the feasibility of such a transfer, and studied the processes involved. Skills for Logistics were able to learn a lot about those processes and were comfortable on how such a project would operate. Conceptually, the units were considered for export into the DGV S/NVQ and how they would work was explored.

After much discussion though, it was realised that the direct importation of e-skills UK units into the DGV qualification was not practical at this stage due to the considerable overlap between them and existing Skills for Logistics units. Further research would be required to ascertain whether employers would welcome the proposal, given that as an optional unit, the e-skills UK units would not be eligible for funding.

This trial highlighted some important developments that in the long term would be of potential great use to Skills for Logistics. Skills for Logistics has recently launched its Professional Development Stairway that will become a focal point for career development within the logistics sector, and there is a potential need for specialist IT user training. Due to the various occupations and supply chains people are employed in, and the need for specialist IT user skills that are encapsulated within the specific e-skills UK export units, there is a potential for tailoring qualifications to individual employers and candidates using the export facility.

Contents

1: Introduction	p.4
2: Objectives	p.5
3: Participants	p.6
4: Methodology	p.7
4.1: Initial Meeting between Eleanor Byram, Stephen Grey and Dr Grant Coleby	p.7
4.2: Meeting between Stephen Grey and Dr Grant Coleby	p.8
4.3: Second Meeting between Stephen Grey and Dr Grant Coleby	p.8
5: Results	p.9
6: Conclusions	p.12
7: Further Actions	p.13
Appendices	p.14
Appendix 1: The e-skills export facility	p.14
Appendix 2: Full explanation of the two trial units	p.15
Appendix 3: DGV Units 6.1 and 9.1	p.22

1: Introduction

Skills for Logistics is the Sector Skill Council for the Freight Logistics Sector. This trial was a feasibility study, looking at the possibility of new S/NVQ Units to be incorporated into existing Skills for Logistics S/NVQs, and is one of a suite of trials undertaken by five Sector Skills Councils. This is part of the project on Specialist IT User Skills for Manufacturing, Processing and Logistics, managed by the Cross-Sector Board of the SSDA.

The five participating SSCs are:

- *Cogent*: Chemicals, Nuclear, Oil and Gas, Petroleum and Polymers;
- *SEMTA*: Science, Engineering and Manufacturing Technologies;
- *Skillfast-UK*; Apparel, footwear and textile industry;
- *Skills for Logistics*; Freight Logistics industry and;
- *Summit Skills*; Building services engineering (Electro-technical, heating, ventilating, air conditioning, refrigeration and plumbing).

The freight logistics sector employs over 1.7 million people. 310,000 people are employed as LGV drivers which makes this the largest occupational group within the sector.¹ Driven by increased regulation and competition, there is increasing reliance on information technology within this occupation. This trend is likely to be strengthened by the Road Transport Directive (RTD), introduced in March 2005, which will regulate driver hours in line with the European Working Time Directive.

The Skills for Logistics research showed that over 90% of firms have in-cab technology with routing, scheduling and vehicle tracking software becoming increasingly popular and an integral part of a firm's operations. The research also showed there was a multitude of specialist IT appliances on the market that could potentially lead to skills gaps, and could justify looking at the need for additional skills training for drivers to allow them to demonstrate a level of competence in this area.

Therefore, to help employer and employee come to terms with these technological changes that may have major implications for the sector in the future, this project looked at current Skills for Logistics S/NVQ provision and the possibilities of incorporating more specialist IT S/NVQ units imported from e-skills UK using their export facility.

¹ Labour Force Survey, Sept 03-Aug 04 average

2: Objectives

The objectives of the project were to look at existing Skills for Logistics specialist IT provision within the Driving Goods Vehicles (DGV) S/NVQ and to investigate the processes and practicalities of importing an e-skills IT unit. The DGV qualification was chosen, as this was the qualification that was targeted at road haulage drivers, the subject of the Skills for Logistics research for this project. However, by exploring the e-skills export facility there may be practicalities for incorporating this into other SfL S/NVQs currently offered. This would allow us to see whether such a project would be practical in the future.

By taking this approach, Skills for Logistics will be in a position to better aid the development of specialist IT user skills in the sector, by having an understanding of the e-skills NOS export facility and how to incorporate them into future S/NVQ programs when required.

As well as this, the following groups would have to be taken into account to ensure the success of the trial:

The Learner: S/NVQs allow individuals to display competence within a job role. By incorporating a specialist e-skills S/NVQ unit into existing SfL DGV S/NVQ, it will be hoped the individual learner will be able to display a greater level of understanding, competence and confidence operating the specialist IT applications used within their job role.

The Employer: By importing the e-skills S/NVQ Unit into the DGV S/NVQ, it is hoped the employer will be given an additional competence for their employees to aim towards. This will allow the employer to have a workforce with additional proficiencies. This means that any existing or additional specialist IT that the firm wishes to use or introduce into their operations will cause minimum working disruption with employees able to adapt to the technology.

The Training Provider: To give training providers an additional unit to assess that will be easily incorporated into existing assessment patterns with the minimum of disruption.

By meeting all of these objectives it is hoped that Skills for Logistics will have created an additional conceptual unit that will add to the DGV S/NVQ and allow employee, employers and training providers to benefit from the additional specialist IT training.

3: Participants

The *Getting learners up to speed with industry software: New S/NVQ Units in IT for Logistics* project has involved the following participants.

Skills for Logistics: Skills for Logistics is the Sector Skills Council which works alongside companies involved in moving, handling or storing goods. The organisation's job is to raise awareness of skills issues within the sector and to offer support and practical advice on all aspects of improving skills and training.

Within the context of this project, Skills for Logistics has operated as project manager, facilitating meetings between participants and being responsible for the research and reporting status of the report.

e-skills UK: e-skills UK acts as the voice of employers on IT, Telecoms and Contact Centres to create the skills environment that businesses need to be productive and competitive. The job of e-skills UK is to ensure that the skills employers need are the skills employers get.

Within the context of this project, e-skills role has been to introduce and explain the practicalities of introducing the specifically designed e-skills export module into the Skills for Logistics DGV S/NVQ qualification and offer guidance where needed.

Scope for further participants:

If the trial proves a success conceptually, it will be possible to involve training providers, employees and employers within the process to gauge opinion on whether such an additional unit would be of practical help to them. Subsequent steps would then also require the involvement of the UK Co-ordinating Group (UKCG)² and relevant awarding bodies that would need to ratify any additions to existing SfL qualifications.

² The UKCG is made up of the QCA, SQA and ACCAC

4: Methodology:

4.1: Initial Meeting between Eleanor Byram, Stephen Grey and Dr Grant Coleby

An initial meeting was arranged with Eleanor Byram, the IT User Skills Qualifications advisor that also involved Stephen Grey from Skills for Logistics and Dr Grant Coleby, Skills for Logistics Qualifications advisor. The meeting took place on Friday 11th February at e-skills offices in London.

This meeting was very much exploratory to understand what possibilities there were for importing e-skills units into the existing Skills for Logistics DGV S/NVQ qualification. Eleanor explained how the new suite of e-skills UK national occupational standards (NOS) had been designed with an export facility. This means that a number of specific e-skills UK units had been approved by QCA for export into existing S/NVQ courses relevant to the candidate's job role. The availability of these modules would though be at the discretion of the individual Awarding Body.

In total five units from the e-skills NOS had been created with such an export facility in place. These were as follows:

- General Uses of IT
- Use IT Systems
- Use IT to exchange information
- Use IT software
- Purposes for using IT

Each unit has a different assessment level depending at what level they were taken at, which again affected what competencies were to be demonstrated by the candidate. A further detailed explanation on this and the functions of the e-skills export units can be found in Appendix 1.

It was explained that it would therefore be possible to include an optional module within the existing DGV qualification from the e-skills export unit suite. This would require the support primarily of employers and a case to show how importing units would complement and expand on the existing provision.

4.2: Meeting between Stephen Grey and Dr Grant Coleby

Following the meeting with Eleanor Byram, a meeting occurred between Grant Coleby and Stephen Grey to discuss the finding of the meeting with Eleanor Byram and to review the current DGV qualification and what specialist IT skills were required to be exhibited.

The list of e-skills export modules was discussed and a decision was reached on which were the most practical to introduce within the list of qualifications. On investigation, it was deemed that the Using IT Software qualification and Purposes for Using IT were the most practical to propose as additional units into DGV. (The full details of these modules and commentary this can be found in appendix 2). It was then discussed how it would be possible to contextualise the unit into the DGV qualification.

The DGV qualification was then reviewed and contextualised within the need for the e-skills qualification. On investigation, two units within the qualification seemed to cover IT User needs although in a different context to the Using Software in IT and Purposes of IT module. These were DGV 6.1 and DGV 9.1 (Both are explained within appendix 3). From this information, it was deemed necessary to investigate if and how such a unit could be incorporated into the current DGV qualification at levels 2 and 3 given current provision.

4.3: Second Meeting between Stephen Grey and Dr Grant Coleby

Following the initial meeting, a second meeting was set up in which the implications and processes of incorporating the unit into DGV were discussed. It was agreed at this meeting that whilst the potential was there to import the unit, and could be done, it was doubtful whether the need was there, considering the content of DGV 6.1 and 9.1.

At this meeting it was decided that the current provision within the DGV vehicle provision was currently adequate as the units from both set of NOS required drivers to have a full understanding and knowledge of their instruments/specialist IT when contextualised within the road haulage sector. Where a potential difference may lie is within the Purposes for Using IT unit which requires the candidate to understand why the specialist IT is being used. That could be used as a foundation for informing driver knowledge on their IT equipment. Additional research would have to be carried out to see whether a demand for this additional competency was seen as important by employers.

The view not to proceed was reinforced by the fact that within current provision, funding is only applicable for units that form a mandatory part of the S/NVQ course. Depending on which country the employer operates in, funding is provided by the Learning and Skills Council (LSC), Scottish Enterprise or Education and Learning Wales (ELW). Employers are encouraged to put candidates through optional modules where they are applicable to their job role, but are not eligible for funding assistance.

Therefore, with there being a substantial overlap between the units, it was felt that it would be hard to justify the optional IT units as extra provision in complement to the mandatory DGV 6.1 and 9.1 units, especially if companies had to pay for the privilege. Additional research would have to be carried out to identify this case.

5: Results

Despite the feeling that it was impractical to proceed without further research into adding additional units into the Skills for Logistics DGV S/NVQ, the possibilities of incorporating e-skills units into other Skills for Logistics S/NVQ in the future were identified.

Given the increase in technology across all sub-sectors and occupations within the sector, the importing of e-skills UK export units into existing Skills for Logistics S/NVQ provision would remain a viable scheme.

This coincides with the recent publication of the Skills for Logistics Professional Development Stairway that covers everyone working within the sector from unskilled workers to logistics directors. The staircase is designed to be an articulation of employer need, defining skills the sector requires at various levels. This will aid Skills for Logistics in devising qualifications, training programmes and associated learning materials that are tailored to the skills needs of the individual in respect to their position on the staircase.

The stairway is described as such with a further diagrammatical explanation overleaf:

'The Professional Development Stairway will become the focal point for careers development in the logistics sector. It will allow meaningful comparisons of similar positions in logistics even if they are held in very different industry sectors. For the first time, potential recruits into the industry will be able to plot a career course through it. Drivers and other operatives will be motivated by a recognised and co-ordinated set of qualifications.'

The framework will also provide a tangible focus for discussions between employers, government and training providers. Including, for example:

- *Focusing both policy initiatives and funding towards areas where current provision falls short, or where improvements can be made.*
- *Identifying the competencies required at each step and the provision of relevant programmes to produce those competencies.*
- *Tailoring training and development programmes based on the single framework so they are directly relevant to specific supply chains.*
- *Installing and policing minimum standards of content relevance, training delivery and corporate governance in the training supply industry.*³

Given the large number of careers within the logistics sector, with varying degrees of specialist IT requirements, there is a viable and real argument for the future incorporation of e-skills UK units, especially with the sector becoming more IT dependent.

Skills for Logistics is currently conducting an exercise to define all the skills associated with each step on the professional development stairway. ICT is one of the skills

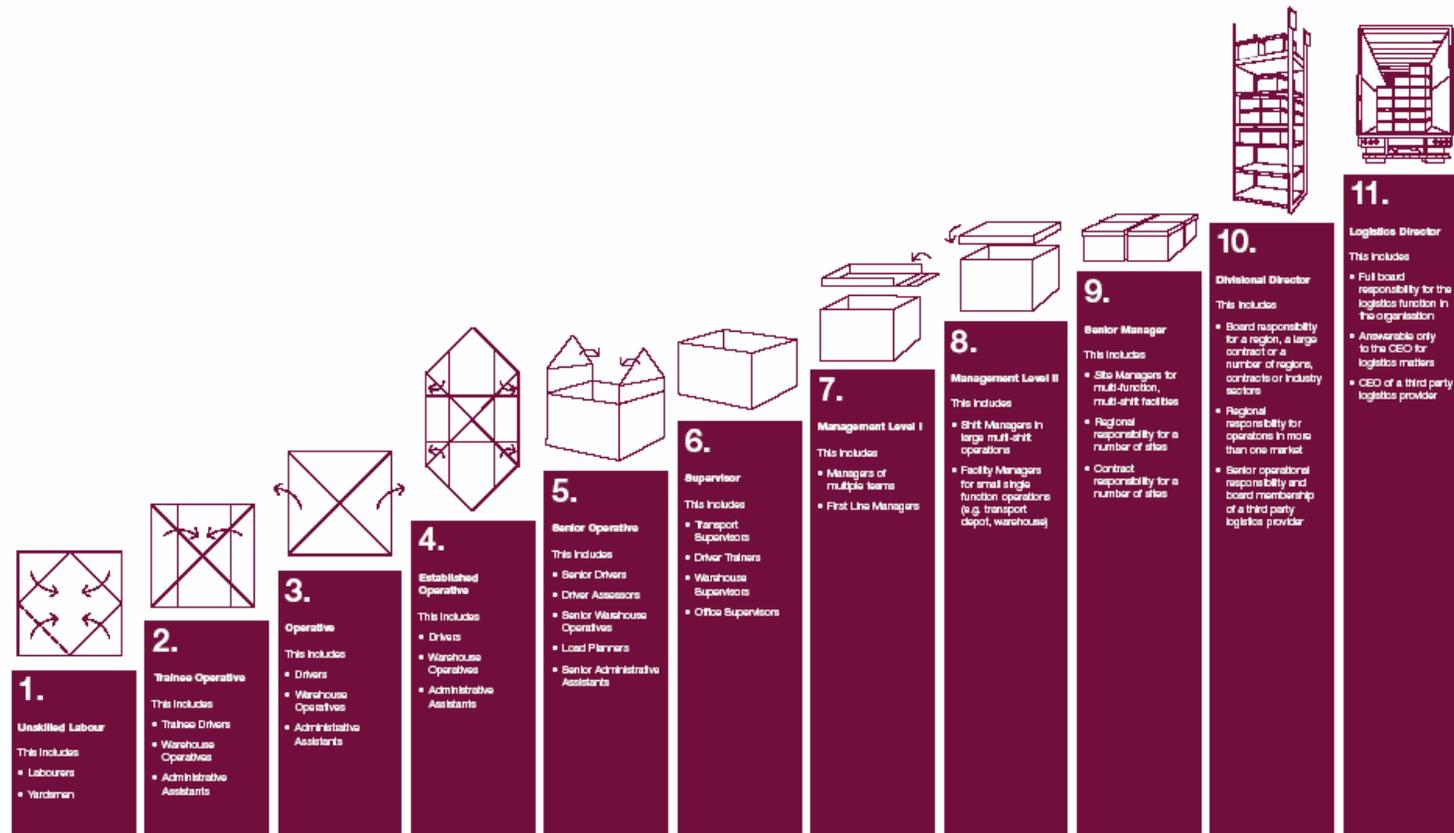
³ www.skillsforlogistics.org

currently being mapped within this process and, it is anticipated that there will be a defined need for some form of ICT qualification as a result.

With qualifications and career paths formalised through the professional development stairway, the addition of specialist IT units from e-skills UK could provide an important step in increasing skill levels and encouraging career development. With this trial giving Skills for Logistics an important understanding of the process of importing IT units there is a practical case for encouraging debate and continued research in this area.

Another argument for the incorporation of e-skills UK modules lies within the current trend towards unitising qualifications. With the flexibility of incorporating a mixture of mandatory and additional units, qualifications are being tailored towards employer and candidate needs. This approach further opens up the possibility of the future incorporation of e-skills UK units if the need is established.

The Skills for Logistics Professional Development Stairway



6: Conclusions

The trial has been successful in demonstrating the practicalities of introducing export units from e-skills UK into existing Skills for Logistics qualifications. It gives the sector brand new possibilities of tackling potential shortfalls in current provision should technology continue to evolve and play a crucial role within the sector.

Whilst the import of the e-skills IT User unit may not be deemed appropriate to all employers, it has opened up many possibilities of future implementation where provision may not be covered. From the research, there is a possibility that there may be a need for an additional unit within the DGV qualification. Although IT is covered within the qualification within Units 6.1 and 9.1, there may be scope for drivers to take the additional unit to allow a basic understanding of the processes and reasons for using specialist IT. For instance, the *Software in IT* and *Purposes for Using IT* modules require users at both levels 2 and 3 to demonstrate knowledge of why the software is being used, which will allow the candidate to demonstrate transferable skills in a technology still very much in its infancy. This depends a lot on the views of employers and training providers that must be followed up. This is especially true of employers who would be without any funding opportunities for such an optional unit, so a solid business case would have to be made.

The exploration of specialist IT User units has enabled Skills for Logistics to seriously consider the practicalities of introducing them into future qualifications. There remains the real possibility that with the continual progression of technology within the sector, the addition of a specialist IT unit could be a useful additional across the suite of Skills for Logistics S/NVQ qualifications.

The work of this project can also potentially aid projects undertaken by Skills for Logistics over a whole raft of occupations. Skills for Logistics have recently published their professional development stairway which will look at formalising career paths within the industry. Within this context, the skills needed for each occupation within the industry will be formalised and what level the skills needed will be formalised. In this context, the export facility of e-skills units may have a practical role to play in giving candidates for Skills for Logistics S/NVQ courses the relevant specialist IT skills needed in a logistics context and to help career development.

7: Further Actions

- To follow up the results of this project by approaching employers and training providers on the practicalities of introducing such a unit and to gauge demand initially within the context of the DGV qualification. Such engagement may lead to a situation where the need for specialist IT user skills within existing S/NVQ provision will be addressed.
- To investigate how this new knowledge of the importing of specialist IT units from e-skills can impact on other Skills for Logistics qualifications. As the industry becomes more technology reliant, there may be areas within existing S/NVQs where the export facility will allow a greater level of skills training and therefore greater competency within the job role.
- To research the potential use of the e-skills export facility on the units within the context of the Skills for Logistics Professional Development Stairway to establish what specialist IT User skills are required across the sector. Given the technological changes that are occurring within the sector, it will be of great importance to see how the importation of e-skills units will impact improving skills and career development.

Appendix 1: The e-skills export facility

From the e-skills S/NVQ Qualification Structure for IT Users:

In explaining the role of the export facilities, e-skills explained it in the following way within section 1.3:

'The use of IT and Communication technologies in all industries has resulted in e-skills units being incorporated in qualifications developed by other sectors. The units used in this way, drawn from the previous e-skills S/NVQs, were not specifically designed for this purpose. As a result, when used as single imported, they tend to have a narrow focus on particular applications (e.g. word processing or spreadsheets) and miss the broader aspects of competent use of IT.

There was substantial support for the concept of developing transferable units with an increased breadth of coverage that would be suitable both for use within qualifications developed by other sectors and potentially as free standing units for unit certification.'

The e-skills export units were also given a different set of competencies depending on which level they are to be studied to. Therefore, in theoretical terms, the competence can be exported directly into existing Skills for Logistics qualifications and could be incorporated as an optional unit. Due to units taken now being named on certificates, the candidate will have a record of the qualification being taken.

It would therefore require the consent of the awarding bodies once the case had been made to make the changes. This would require Skills for Logistics and the employer to argue the need for such a unit within the existing provision.

Appendix 2: Full explanation of the two trial units

The two following e-skills units have been discussed by Skills for Logistics for transfer to the DGV qualification. Both *Use IT Software* and *Purposes for Using IT* units were identified as possibly being able to complement current IT provision within DGV qualification.

As DGV is at level 2 and 3 competencies, the equivalent level from the e-skills modules could be incorporated as optional modules into the DGV qualification at the same level.

As can be seen when comparing the units to the DGV Units 6.1 and 9.1 in appendix 3, the e-skills modules are very much more conceptual, and would give a grounding for the candidate in the purposes and reasons for the use of specialist IT. However, in terms of practically using specialist IT, both sector standards very much require the candidate to exhibit similar competencies. It would very much be an employer decision to decide whether such a unit from e-skills UK would be practical for their employees to take.

Use IT software

This unit is about the ability to select and use a suitable software application to produce information for different tasks and uses. Software applications may be for:

- drafting a memo, report or CV (word processing);
- keeping track of expenses or producing graphs (spreadsheets);
- entering and retrieving addresses and phone numbers (databases);
- producing slide shows with text and diagrams (presentations);
- producing and uploading content for web pages (websites);
- producing drawings and changing digital pictures (art and design); or
- producing information using specialist software or software that has been built for an organisation (eg accounts, designs, plans, music or video).

A level 1 job role is likely to involve:

- using appropriate basic software tools and techniques to edit, format, check and produce documents (eg using word processing to draft a letter, making simple slides using presentation software, storing names and addresses in a database).

In addition a level 2 job role is likely to involve:

- using a range of appropriate software tools and techniques to edit, format, check and produce more complex information (eg preparing sales figures using a spreadsheet or producing a brochure using word processing).

In addition a level 3 job role is likely to involve:

- producing professional looking documents (eg changing photographs using digital imaging software or maintaining a website).

The competent person can:	This will involve applying knowledge and understanding of:	This will involve effective use of the following skills and techniques:
Level 1 Use software to produce simple information.-	<ul style="list-style-type: none"> • How to produce information that is suitable. 	<ul style="list-style-type: none"> • Handling files. • Combining information. • Editing information; and Checking information that is simple.
Level 2 Use software effectively to produce more complex information.-	<ul style="list-style-type: none"> • What and how appropriate the purposes for using IT are. • How to produce information that is clear and appropriate. 	<ul style="list-style-type: none"> • Handling files appropriately. • Combining information of different types. • Editing information; Formatting information; and Checking information that is more complex.
Level 3 Use software efficiently to produce complex information.-	<ul style="list-style-type: none"> • What the purposes for using IT are and how to improve its use. • How to produce information that is well structured and fit for purpose. 	<ul style="list-style-type: none"> • Handling files and converting them to another format. • Combining information that is more complex. • Editing information; Formatting information; and Checking information that is complex.

Knowledge and understanding

Purposes	
What the purposes for using IT are and how to judge whether the IT system and software chosen was appropriate.	
Level 1	Not applicable
Level 2	Why and how using the IT system and software was an appropriate way of carrying out the task.
Level 3	What changes could be made to the way that the IT system and software was used to make tasks that are similar, easier or more successful in the future.

Produce information	
How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience.	
Level 1	Know who and what the information is for, where it will be used (eg on screen or hard copy) and when it is needed.
Level 2	How to produce information that communicates clearly and accurately with the audience, where and when it is needed.
Level 3	How to produce information that communicates effectively, by structuring the content to take account of different contexts and audience needs.

Skills and techniques

Handling files	
File handling techniques appropriate for the software in use.	
Level 1	Using basic file handling techniques for the software, such as create, open, save (as) and print.
Level 2	Using appropriate techniques to handle, organise and save files.
Level 3	Converting files to another suitable format, where necessary.

Combining information	
Ways of combining information of various types.	
Level 1	Using basic techniques to combine information, such as insert, size and position.
Level 2	Linking information within the same type of software. Adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.
Level 3	Exporting and importing, link objects between different software. Making references to external data, such as hyperlinks, object linking and embedding. Using advanced techniques for combining or merging versions of information from different users.

Editing information	
Editing techniques will vary according to the software being used, and whether the information is text, numbers or images.	
Level 1	Using basic editing techniques appropriately to produce simple information, such as: <ul style="list-style-type: none"> • insert and delete, • cut, copy and paste, • drag and drop, and • find and replace.
Level 2	Using a wide range of editing tools and techniques to produce more complex information, such as: <ul style="list-style-type: none"> • for characters, lines, paragraphs and pages (word processing), • enter data into existing forms (databases), • add rows and columns, clear cells (spreadsheets), • insert and change text and Clip Art (presentations and web pages), and • draw basic shapes; resize, align, rotate, flip and arrange images (art and design).
Level 3	Using a wide range of editing tools and techniques to produce complex information, such as: <ul style="list-style-type: none"> • tabs, columns, tables, headers and footers (word processing), • fill, sort and filter, add data to a chart, change the type of chart (spreadsheets), • create field names, structures and data types and use indexes (databases), • insert digital pictures and other objects (presentations and web pages), and • draw more complex shapes; use filters, effects, masks, layers and grouping (art and design).
Formatting information	
Techniques for formatting information will vary according to the software being used, and whether the information is text, numbers or images.	
Level 1	Not applicable
Level 2	Formatting more complex information using appropriate tools and techniques, such as: <ul style="list-style-type: none"> • fonts (typeface) and type style (eg bold or italic), • number format and decimal places, • image, chart and diagram size and orientation. Formatting more complex information in line with an organisational house style.
Level 3	Formatting complex information using a wide range of appropriate tools and techniques, such as: <ul style="list-style-type: none"> • character, line spacing, paragraphs and pages (word processing), • cells, rows, columns and pages (spreadsheets), • colour, fonts, size, background and pictures (presentations and web pages).
Checking information	
Checking techniques will vary according to the type of information to be communicated.	
Level 1	Using appropriate techniques to check simple information, such as: <ul style="list-style-type: none"> • the accuracy of text, • that figures are entered correctly, and • the labelling and size of images, charts and diagrams.
Level 2	Using appropriate techniques to check more complex information.
Level 3	Using appropriate techniques to check complex information.

Purposes for using IT

This is the ability to make selective use of IT and evaluate its use in a variety of situations, such as home, work, school or other environment.

A level 1 job role is likely to involve:

- understanding how to make appropriate use of IT for a simple task (eg producing a letter, making a slide for a presentation, recording spending, keeping addresses, sending a message or drawing boxes and arrows to highlight information); and
- reviewing how well you used IT.

In addition a level 2 job role is likely to involve:

- knowing how different people may be able to access IT;
- understanding the laws and guidelines that effect the use IT; and
- understanding how to get the best from IT for a more complex task (eg producing a business letter, working out a monthly budget, creating a presentation with a sound track, editing a photo for a brochure or planning web pages for a website).

In addition a level 3 job role is likely to involve:

- understanding how to get the best from IT for a more complex task (eg creating an illustrated newsletter, doing a cost benefit analysis, reporting the results of a survey about clients needs and preferences or creating an interactive website); and
- helping others to improve their understanding and use of IT.

The competent person can:	This will involve applying knowledge and understanding of:	This will involve effective use of the following skills and techniques :
Level 1 Work out how to use IT for simple tasks and how it can help.	<ul style="list-style-type: none"> • What the purposes for using software are and how to judge it is appropriate. • How IT can improve access to information. • What laws and guidelines there are about using IT. 	<ul style="list-style-type: none"> • Explaining the use of IT with help from others. • Organising information. • Reviewing own use of IT with help and feedback from others.
Level 2 Work out how to use IT effectively for more complex tasks and purposes, taking account of their own skills and capabilities.	<ul style="list-style-type: none"> • What and how appropriate the purposes for using IT are. • How to improve access to using IT. • What and how laws and guidelines affect the use of IT. 	<ul style="list-style-type: none"> • Explaining decisions and actions taken about using IT. • Organising information. • Reviewing own use of IT and feedback from others.
Level 3 Work out how to use IT effectively for complex tasks and purposes, taking account of their own and others skills and capabilities and the needs of the organisation.	<ul style="list-style-type: none"> • What the purposes for using IT are and how to improve its use. • How IT can improve access to information and services. • How to communicate laws and guidelines about the use of IT. 	<ul style="list-style-type: none"> • Explaining and analysing the effectiveness of the use of IT. • Organising complex information. • Reviewing feedback on and impact of own use of IT.

Knowledge and understanding

Purposes What the purposes for using IT are and how to judge whether the IT system and software chosen was appropriate.	
Level 1	Why the IT system and software that was used was appropriate for the task.
Level 2	Why and how using the IT system and software was an appropriate way of carrying out the task.
Level 3	What changes could be made to the way that the IT system and software was used to make tasks that are similar, easier or more successful in the future.

Improve access How to improve people's access to finding information and using IT.	
Level 1	How using the Internet or networked computers can help people to access information more easily than getting information in other ways.
Level 2	Difficulties that some people have in using IT, such as needing special equipment because of a disability. Difficulties that some people may have in accessing documents that have been produced using IT, such as needing larger sized print or screen reading software. Where to get advice about software or equipment that can help people use IT, such as voice recognition or screen reading software or disability aids.
Level 3	What effects there may be on people that: <ul style="list-style-type: none"> • cannot use IT; or • cannot access information using IT.

Laws and guidelines What laws and guidelines affect people's use of IT.	
Level 1	What laws and guidelines affect day-to-day use of IT, such as about data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.
Level 2	What and how different IT activities are affected by laws and guidelines, such as storing names and address, downloading images from the Internet or sending inappropriate e-mails.
Level 3	What other people need to know about the laws and guidelines that affect using IT. How to communicate with people about the laws and guidelines.

Skills and techniques

Explaining (use of IT)	
Explaining decisions and actions about using IT.	
Level 1	Describing what you are doing. Giving simple reasons for choosing and using software tools and techniques that match tasks and uses.
Level 2	Explaining which software tools and techniques were chosen and how effectively they were used for particular tasks and uses.
Level 3	Analysing the appropriateness and effectiveness of decisions and actions taken about the choice and use of software tools and techniques, in relation to the task or purpose involved. Identifying changes that could make similar tasks and purposes easier or more successful.
Organising	
Organising information appropriately for the task.	
Level 1	Choosing and use an appropriate format for organising information to suit when carrying out simple tasks.
Level 2	Using a variety of IT software tools and techniques to structure information to suit more complex tasks and audience needs, such as using large print for partially sighted readers.
Level 3	Using the full range of IT software tools and techniques to structure information to suit complex tasks and different audience needs.
Reviewing	
Reviewing the effectiveness and appropriateness of own use of IT.	
Level 1	Identifying the effect that own mistakes have on other people at work, with help and advice from other people.
Level 2	Evaluating own strengths and weaknesses in using IT. Take account of feedback from other people about own use of IT.
Level 3	Reviewing how to share own skills and understanding to help others. Evaluating feedback given on work produced and taking steps to improve any weaknesses. Analysing the impact own work could have on other people or the organisation.

Appendix 3: DGV Units 6.1 & 9.1

Unit			Element		
Completing pre-driving preparations			Identify vehicle instruments and controls		
		code	DGV 6.1	issue	April 2002
Description of this element					
<p>The candidate should be able to make sure he or she is familiar with the location and function of the typical instruments and controls found on goods vehicles. These instruments include audible alerts, displays, gauges, warning lights and tachographs where fitted. The controls include those used for normal driving such as accelerator, brakes, clutch, gears, heating and ventilation, indicators, lights, windscreen wipers and demisters; as well as differential locks, power take off systems, etc where fitted. The candidate will be expected to get information about any instruments or controls that are not familiar.</p>					
	The candidate must be able to:-		<i>The candidate should know: -</i>		
P/Q	1. identify the location of instruments and controls ;		a) what are the typical instrumentation and controls found on different vehicles;		
O/P	2. confirm the functions of instrumentation and controls;		b) who can provide information on the operation of instrumentation and controls; including where unfamiliar instruments and controls are encountered.		
P/W	3. obtain information on any unfamiliar instrumentation and controls;		c) what are the relevant safety, and operating requirements.		
P/O	4. comply with all relevant legal, safety and operating requirements at all times				
<p><i>recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>					

Evidence requirement.

In order to make a fair assessment decision, the assessor must be certain that the candidate produced the evidence being used, and is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work place, or under similar conditions.

Evidence should come from watching the candidate confirming the location and operation of the various instruments and controls typically used on different goods vehicles. The assessor should confirm that the candidate knows from where and how to get information on any instrument or control with which he or she is not familiar.

As assessment will be carried out over a period of time, the assessor will make sure the candidate can identify the various instruments and controls typically used on goods vehicles, and confirm their correct operation. It will not be sufficient to get evidence about the controls and instruments on one vehicle.

Unit			Element	
Operating the vehicle systems			Operate and monitor vehicle instruments and controls	
code	DGV 9.1		issue	April 2002
Description of this element				
<p>The candidate should be able to operate vehicle controls to maintain the safety and security of people and the vehicle. These controls include the normal and typical ones used to drive and control vehicles, as well as those used for driver comfort and safety. The candidate will also have to monitor vehicle instruments while driving, which include audible alerts, displays, gauges, tachograph (where fitted) and warning lights. In addition to operating controls and monitoring instruments, the candidate should also be able to identify any problems with the brakes, engine, electric systems, fuel system, ignition, lights, transmission, tyres and transmission, and take appropriate action. The candidate should also be able to deal with problems in coupling systems. The candidate will need to know and keep to the relevant legal, safety and operating requirements associated with operating vehicle controls and monitoring vehicle instruments.</p>				
	The candidate must be able to:-		<i>The candidate should know: -</i>	
P/Q	1. operate the vehicle controls ;		a) how to operate different vehicle systems;	
P/Q	2. monitor the vehicle instruments at suitable times during driving;		b) what type of problems could occur with different systems; and	
P/Q	3. operate the vehicle controls to maintain the safety and security of self, the vehicle, and others;		c) what are the relevant legal, safety, and operating requirements.	
P/Q	4. identify any problems with the vehicle systems and take appropriate action; and			
P/W	5. comply with all relevant legal, safety, and operating requirements .			
 <i>recommended methods of collecting evidence</i>		P = performance O = outcome Q = questioning W = witness		

Evidence requirement.

In order to make a fair assessment decision, the assessor must be certain that the candidate produced the evidence being used, and is capable of repeating competent performance. Evidence of competence will probably be collected over a period of time in the normal work place, or under similar conditions. Evidence should come from watching the candidate driving typical vehicles with loads, and checking that the candidate does operate vehicle controls, and monitors the instruments. The candidate's actions should contribute to the safety and security of people and the vehicle. It should be confirmed that the candidate can identify any problems that may arise in typical vehicle systems and take appropriate action. The assessor should therefore ask the candidate about the type of problems that could arise and how they should be dealt with. The assessor will also confirm that the candidate knows and keeps to the relevant legal, safety and operating requirements associated with operating vehicle controls and monitoring vehicle instruments.