



NZQA Assessment Support Material

Unit standard	20332				
Title	Use the Internet for information retrieval in an organisation				
Level	2	Credits	3	Version	5 (expires December 2019)

Vocational pathways	Primary Industries – also suitable to be contextualised for Service Industries; Social and Community Services, Construction and Infrastructure, Creative Industries				
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Assessor guidelines

Introduction

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, assessing organisations will need to follow their own quality control processes. Assessors must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor may need to change figures, measurements or data sources or set a different context or topic. Assessors need to consider the local context in which learning is taking place and its relevance for learners.

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Context/setting

This activity requires learners to describe and demonstrate use of the internet and retrieval of information from the internet to meet a specific organisation requirement.

Level of performance expected

This is a level 2 standard. This means learners should be:

- Using basic factual and/or operational knowledge in theory questions;
- Applying known solutions to familiar problems and applying standard processes required to carry out simple tasks;
- Requiring limited supervision, taking some responsibility for their own learning and performance;
- Collaborating with others.

Conditions of assessment

Assessment by case study, simulation or role play is not appropriate for this standard. Assessment must take place in an establishment where the learner is working – this may be paid employment or work experience; assessment may also occur in an organisation where the learner is engaged in voluntary work or within an educational setting.

Resource requirements

- Internet access
- Organisational internet and email usage documented policies and procedures and/or established protocols for workplace performance.

Additional information

This resource may be used in any workplace or voluntary organisation.

This resource could be used in conjunction with assessment of unit standard 3492 *Write a short report*.

Assessment Schedule

Unit standard		20332			
Title	Use the Internet for information retrieval in an organisation				
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Evidence requirements		Evidence for achieved	Judgements for achieved
Outcome 1	Describe the Internet.		
1.1	The Internet is described in terms of its underlying concepts.	<ul style="list-style-type: none"> Task 1 <i>The Internet</i>. See sample answers for examples of appropriate responses. 	<ul style="list-style-type: none"> Learner provides an appropriate response, in line with the sample answers, describing each of the Internet terms in relation to underlying concepts and end user functions.
Range	may include but is not limited to – the World Wide Web, access to information, standard user protocols, public domain, structure of the Internet, internationality, author driven.		
1.2	The Internet is described in terms of its end user functions.		
Range	includes but is not limited to – browsers, search engines, web sites, email, multi-media (text, sound, motion, graphics), links, security firewalls.		

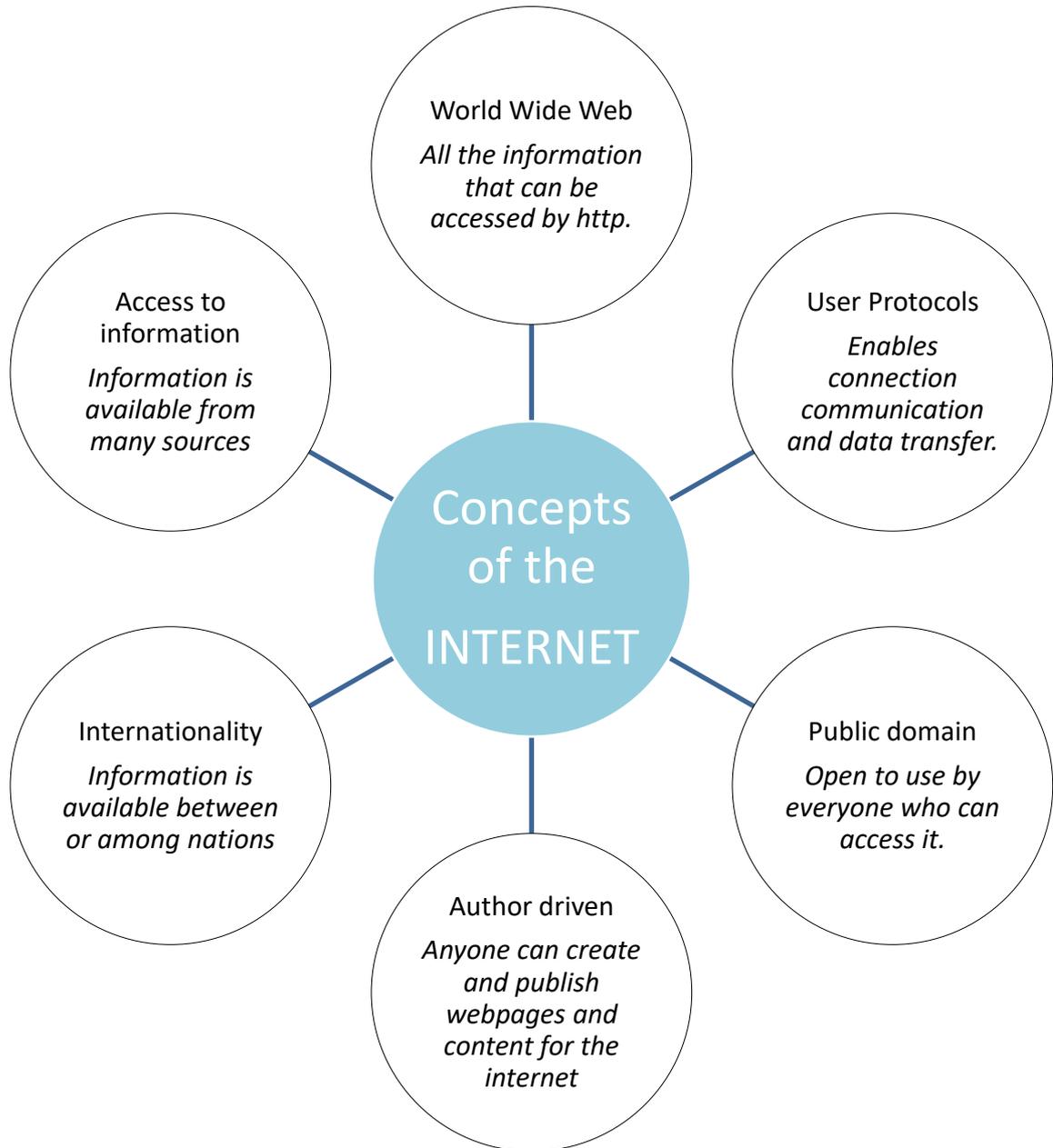
Outcome 2 Explain the impact of using the Internet for a specified organisation.			
2.1	The impact of using the Internet is explained in terms of benefits to the organisation.	<ul style="list-style-type: none"> Task 2 – <i>The Good, the Bad and the Ugly of the Internet</i> See examples in the resource for the fertiliser company for guidance. 	<ul style="list-style-type: none"> Learner explains at least three benefits of the Internet to an organisation. Explanation should include clear comments as to how the organisation will benefit. It is not sufficient for the learner to merely identify benefits without providing explanation of how this will impact the organisation. For example reference could be made to efficiency, profitability or marketing.
Range	benefits may include but are not limited to – information access and download speed, 24 hour access, own website for others to access, efficient provision of customer service information, use of multi-media, computer supported collaborative work. An explanation of three benefits is required.		
2.2	The impact of using the Internet is explained in terms of limitations to the organisation.		<ul style="list-style-type: none"> Learner explains at least three limitations of the Internet to an organisation. Explanation should include clear comments as to how the organisation will be limited. It is not sufficient for the learner to merely identify limitations without providing explanation of how this will impact the organisation. For example reference could be made to lack of productivity, loss of customer confidence due to accidental information sharing, financial loss relying on inaccurate information.
Range	may include but is not limited to – identifying authoritative sources, currency of information, accuracy of information, security, staff time involved in using the Internet. An explanation of three limitations is required.		

Outcome 3 Explain the legal, ethical and organisational issues in relation to Internet use for a specified organisation.			
3.1	The explanation includes the implications of legislation for the organisation in terms of using information from the Internet.	<ul style="list-style-type: none"> • Task 3 – <i>Impact of the Internet on my organisation</i> • See sample answers for examples of appropriate responses. • Document list recording sheet. 	<ul style="list-style-type: none"> • Learner identifies an aspect of each piece of legislation and directly relates how this impacts on their organisation. The learner must link the aspect of legislation directly to the organisations procedures or practice. • Learner fully completes the table describing the implications of individual Internet access and directly links this implication to how the organisation will be impacted. All five (5) range items must be covered. • A highlighted and annotated copy of the organisations Internet policy is attached. • Learner clearly and identifies the key features of the organisation’s email and Internet usage policy and procedures, explaining why these exist.
Range	includes but is not limited to – Copyright Act 1994 (including 2008 amendment), Official Information Act 1982, Privacy Act 1993, Protected Disclosures Act 2000, Unsolicited Electronic Messages Act 2007.		
3.2	The explanation includes the implications and impact on the organisation of providing internet access to individuals.		
Range	security of information, virus protection, personal use, personal safety.		
3.3	The explanation includes key features of the organisation’s usage policy and procedures for internet and email use, including their rationale.		
Outcome 4 Use the Internet and its features to access information for a specified organisational purpose.			
4.1	Search engines are used to access information for the specified organisational purpose.	<ul style="list-style-type: none"> • See examples in the assessment for the fertiliser company for guidance. • <i>Document list recording sheet.</i> • <i>Workplace verification form.</i> 	<ul style="list-style-type: none"> • Workplace verifier confirms agreed internet search purpose and format was agreed prior to commencing the search; the purpose of the search is accurately described; the information was collated according to the agreed format; information was used to meet the specified purpose. • Verification is signed and dated. Verifier is someone in a supervisory role with appropriate level of responsibility to confirm all requirements were met.
Range	search, advanced search, Boolean operators.		
4.2	Information from the search is collated for presentation according to the agreed format.		
4.3	The collated information is used to meet the specified purpose of the search.		

Sample answers for unit standard 20332
Use the Internet for information retrieval in an organisation

Task 1 The Internet

On the mind maps below describe these underlying internet concepts.



On the mind maps below describe these internet end-user functions.



Task 2 The Good, the Bad and the Ugly of the Internet

For any organisation with internet access, the use of the internet will have benefits and limitations. This task is about the student explaining the impact of using the internet for the organisation they work for. The student must:

1. Identify **three (3) benefits** of using the internet for the organisation they work for. Explain why each of these is a benefit for the organisation.
2. Identify **three (3) limitations** of using the internet for the organisation they work for. Explain why each of these is a limitation for the organisation.

An example is provided below for a fertiliser company.

Benefits of using the internet	Limitations of using the internet
<p>The benefit is:</p> <p><i>Immediate access to a wide range of company and other information.</i></p>	<p>The limitation is:</p> <p><i>Reliant on reliable access through telecommunication networks.</i></p>
<p>This is a benefit for our organisation because:</p> <p><i>Most staff work remotely out of their cars or with customers – using the internet means they are not reliant on paper-based systems.</i></p>	<p>This is a limitation for our organisation because:</p> <p><i>When speed connections aren't fast enough the ability to access information can be limited which means work can't always be done when you want to.</i></p>

The table will be completed by the students to identify three benefits and three limitations, with explanations related to their organisation.

	Benefits of using the internet	Limitations of using the internet
1	<p>The benefit is:</p>	<p>The limitation is:</p>
	<p>This is a benefit for our organisation because:</p>	<p>This is a limitation for our organisation because:</p>

Other benefits may include but are not limited to:

- 24 hour access – can work outside office hours
- Company website for customers and staff to access secure areas – don't need to visit the office
- Efficient provision of customer service information – don't need to wait for postal delivery
- use of multi-media – can watch a video demonstration of a process which is more effective than a written description

Other limitations may include but are not limited to:

- identifying authoritative sources – information may not be reliable or accurate or biased
- Information may not be up-to-date – won't always know if new information is available
- Sometimes searches provide too many results - can waste time going through websites that don't provide the information you're after.
- Security of data and sensitive information - can be accidentally or maliciously distributed or obtained
- Staff time involved in using the internet – easy to get distracted

Task 3 The impact of the internet on my organisation

Question 1 Legal, ethical and organisational issues in relation to using the internet are explained.

	Legislation	For the organisation I work for this means:
	Copyright Act 1994, including the 2008 amendment	<p><i>Copyright protects original works. It is unlawful to copy all or part of a work without a license or approval of the copyright owner. For example, in a fertiliser company <u>if we photocopied pages from a plant identification book and gave copies to all our clients</u>, this would breach the copyright act.</i></p> <p>Note: learner must provide an example relating to their organisation.</p>
	Official Information Act 1982	<p><i>Allows access to any specified official information.</i></p> <p><i>For example, In a fertiliser company, <u>we might request an internal report on the impact of DDT on aquifers that we think might have been written by the Ministry of Primary Industries</u>. This request would have to be made under the Official Information Act.</i></p> <p>Note: learner must provide an example relating to their organisation.</p>
	Privacy Act 1993	<p><i>Controls how organisations collect, use, disclose, store, and give access to personal information.</i></p> <p><i>For example, In a fertiliser company, <u>we would not share individual client data with other clients</u>.</i></p> <p>Note: learner must provide an example relating to their organisation.</p>
	Protected Disclosures Act 2000	<p><i>Protects employees who disclose information about serious wrongdoing in or by an organisation.</i></p> <p><i>For example, In a fertiliser company, <u>if testing is not being done correctly for DDT testing someone could inform the Ministry of Primary Industries</u>.</i></p>

		Note: learner must provide an example relating to their organisation.
	Unsolicited Electronic Messages Act 2007	<p><i>Prohibits unsolicited electronic messages from being sent with a NZ link to help promote a safe and secure internet environment in NZ and reduce costs to businesses from receiving unsolicited electronic messages.</i></p> <p><i>For example, In a fertiliser company, <u>if we send out emails to potential customers NOT on our customer database, we have an “unsubscribe option” so people don’t get emails if they don’t want them.</u></i></p> <p>Note: learner must provide an example relating to their organisation.</p>
	Harmful Digital Communications Act 2015	<p><i>Aims to deter, prevent and lessen harmful digital communication and seeks to provide victims of cyber-bullying and digital harassment a quick and efficient means of redress.</i></p> <p><i>For example, In a fertiliser company, if someone sent out damaging electronic communications through methods such as emails, texts and social media posts, we have to remove the harmful digital content and resolve any problem quickly.</i></p> <p>Note: learner may provide an example relating to their organisation.</p>

Question 2 Implications and impact on the organisation of providing internet access to all individual employees is explained for each of the criteria.

	Why it needs to be considered	Impact it will have
Security of information	<i>The organisation has the responsibility under legislation to protect private and personal information held digitally.</i>	<i>For example, In a fertiliser company we might lose customers if we discussed with farmers the monetary amount of fertiliser other farmers had purchased. In the end this would affect our sustainability and profitability.</i>
Virus protection	<i>Computer viruses come in many forms, some collect information while others download malicious software on to the computer.</i>	<i>For example, In a fertiliser company if a virus brings down our system we would not be able to work or communicate with our customers.</i>
Personal use	<i>Personal use of the computer during work hours will take time away from completing work duties.</i>	<i>For example, In a fertiliser company this can impact the business by a decrease in productivity, which means the business will make less money.</i>
Personal safety	<i>Some people use lazy passwords that are easy to predict, like their birthday or star sign. Also need to consider safe browsing and be careful what you download.</i>	<i>For example, In a fertiliser company, we have strict rules about passwords – they have to have 8 characters and at least two numbers, so that people can't hack into our email and send malicious emails from our system.</i>

Question 3

Key features and rationale of an organisation's policy and procedures for **email use** and **internet use** are explained.

Note: This is a partial example only. Answers may vary depending on the size and nature of the organisation.

Email use policy and procedures	Internet use policy and procedures
<p>Key features of the policy are:</p> <p><i>All emails have to be sent from our fertiliser company email address.</i></p> <p><i>Emails must be replied to/acknowledged by the end of the working day.</i></p> <p>Key procedures are:</p> <p><i>We must have an automatic signature on at all times that includes the company logo, website address and contact details. If we are out of contact then we must have an out of office message turned on.</i></p> <p>The rationale for this policy and procedures is:</p> <p><i>So that customers are always clear it is a formal company communication, and the logo also promotes the company.</i></p> <p><i>So that customers receive prompt service.</i></p>	<p>Key features of the policy are:</p> <p><i>We aren't allowed to use the internet to carry out non-work related business activities for personal gain, or any illegal activity.</i></p> <p>Key procedures are:</p> <p><i>We signed a declaration when we started work that says we are aware of the do's and don'ts when using the Internet at work.</i></p> <p><i>Access to some websites such as Facebook and Trade Me is blocked.</i></p> <p><i>Internet usage is monitored by management.</i></p> <p>The rationale for this policy and procedures is:</p> <p><i>To uphold the company's reputation. Make sure people are not spending too much time on these sites instead of working.</i></p>

Task 4 Using the internet for information

Practical task to demonstrate skills in using the internet and features to access information for a specified organisational purpose. The search summary, document list recording sheet and verification form must be completed.

Search summary	
Search purpose	<i>Finding out regional council rules and regulations for spraying thistles</i>
Searches used - outcomes	<i>California thistle Californian thistle</i>
Advanced searches used - outcomes	<i>Californian thistle control Californian thistle control NZ</i>
Boolean operators used	<i>Californian thistle + South Canterbury Californian thistle + pesticides Californian thistle + organic management</i>
Websites visited	http://ecan.govt.nz/pages/home.aspx http://en.wikipedia.org/wiki/Cirsium_arvense http://www.agresearch.co.nz/our-science/biocontrol-biosecurity/weed-control/Pages/californian-thistle.aspx http://ecan.govt.nz/pages/home.aspx
Key facts established	<ul style="list-style-type: none"> <i>No particular ECAN requirements for controlling on farmland</i> <i>Control measures include mowing to ground level three times during growing cycle</i>
How the collated information was used	<i>Printed off key pages for discussion in the office about we could collate this information into a newsletter for customers</i>