SPECIFICATION

IAO LEVEL 2 CERTIFICATE FOR TRANSITION TO WORKING IN DIGITAL INDUSTRIES

QUALIFICATION NUMBER: 603/6384/8

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Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
4	08.03.2021	The optional unit **D/502/9931 Principles of digital marketing** is assessed through multiple choice examination.	9
4	08.03.2021	Correction to numbering of Assessment Criteria in **R/505/3515 Know how to publish, integrate and share using social media**, Learning Outcome 2.	22 and 23

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Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

"We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."

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Qualification summary

Qualification Accreditation Number (QAN)	603/6384/8
Qualification review date	31.07.2024
Guided Learning Hours (GLH)	102
Total Qualification Time (TQT)	130
RQF level	2
Qualification credit value	13 credits
Minimum credits at/above level	13 credits
Assessment requirements	Portfolio of Evidence, Multiple Choice Examination This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of this qualification is to support and help develop the knowledge of learners who want to work in digital industries. The learning covers the understanding and benefits of different platforms used to help increase opportunities and marketing.
Entry guidance	There are no formal entry requirements for this qualification. The aim of this qualification is to prepare learners for work. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. It provides an insight into IT principles and programmes as well as an introduction to digital marketing and social media and has been designed to support transition into employment for those seeking to work in a role within digital industries.
Progression opportunities	Learners who achieve this qualification could progress into further education or employment in a digital industry role. On completion of this course, Learners may progress to: • IAO Level 2 Certificate in IT User Skills (ITQ) • IAO Level 2 Award in Principles of Digital Marketing

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Funding	For details on eligibility for government funding please refer to the following websites: http://www.education.gov.uk/section96/ https://www.gov.uk/government/organisations/education-and-skills-funding-agency

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Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

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Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

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The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

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Rules of combination

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 8 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 102.

The unit marked * is assessed through multiple choice examination.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

Optional units:

Unit ref	Unit title	Level	Credit value	GLH
J/618/3740	Teamworking skills	2	3	20
F/502/4625	Spreadsheet software	2	4	30
L/618/3657	Word processing software	2	4	30
Y/618/3659	IT User Fundamentals	2	3	20
R/505/3515	Know how to publish, integrate and share using social media	2	5	40
D/502/9931	*Principles of digital marketing	2	5	40
M/502/4622	Presentation software	2	4	30

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Mandatory units:

Title:	**H/501/5917 Preparing for an interview**
Level:	**2**
Credit Value:	**1**
GLH:	**10**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest **key types of questions** that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare **appropriate answers to the key questions** most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
Additional information 1.1 A minimum of 6 questions must be provided 2.1 A minimum of 6 answers must be provided	
Unit aim (s)	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

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Title:	**J/501/5893 Applying for a job**
Level:	**2**
Credit Value:	**1**
GLH:	**10**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to access different methods of applying for a job	1.1 Investigate different **methods of applying for a job**
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
Additional information 1.1 At least 3 different methods of applying for a job must be provided	
Unit aim (s)	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.

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Title:	**J/618/3737 Effective skills, qualities and attitudes for learning and work**
Level:	**2**
Credit Value:	**3**
GLH:	**22**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: • adaptability and flexibility • motivation • enthusiasm • commitment • professionalism 1.4 Reflect on their **positive qualities, attitudes and behaviours** for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of **different forms of written communication** and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines 3.2 Produce a plan for the working day 3.3 Work safely following health and safety guidelines 3.4 Carry out multiple tasks or projects 3.5 Complete tasks to required standard and deadlines 3.6 Reflect on their work and identify ways of working more effectively
Additional information	

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1.4 A minimum of 3 positive qualities, attitudes and behaviours must be provided 2.5 A minimum of 3 different forms of written communication must be provided	
Unit aim (s)	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

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Optional Units:

Title:	**J/618/3740 Teamworking skills**
Level:	**2**
Credit Value:	**3**
GLH:	**20**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team
5. Be able to work with others towards achieving shared objectives	5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if needed 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback

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6. Be able to reflect on own performance and that of the team	6.1 Reflect on their own performance and the performance of the team 6.2 Suggest ways of improving own team working skills
Additional information	
Unit aim (s)	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

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Title:	**F/502/4625 Spreadsheet software**
Level:	**2**
Credit value:	**4**
GLH:	**30**
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2 Enter and edit numerical and other data accurately 1.3 Combine and link data across worksheets 1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2. Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements 2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements 2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
3. Select and use tools and techniques to present and format spreadsheet information	3.1 Plan how to present and format spreadsheet information to meet needs 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets 3.3 Select and format an appropriate chart or graph type to display selected information 3.4 Select and use appropriate page layout to present and print spreadsheet information 3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary 3.6 Describe how to find errors in spreadsheet formulas 3.7 Respond appropriately to any problems 3.8 with spreadsheets
Additional information	

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Unit aim (s)	This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs. This level is about the skills and knowledge required by an IT user to select and use a wide range of intermediate spreadsheet software tools and techniques to produce present and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Spreadsheet software tools and techniques will be described as 'Intermediate' because: • the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; • the tools, formulas and functions need to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and • the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet

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Title:	L/618/3657 Word processing software
Level:	2
Credit value:	4
GLH:	30
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Enter and combine text and other information accurately within word processing documents	1.1 Identify what types of information are needed in documents 1.2 Use appropriate techniques to enter text and other information accurately and efficiently 1.3 Select and use appropriate templates for different purposes 1.4 Identify when and how to combine and merge information from other software or other documents 1.5 Select and use a range of editing tools to amend document content 1.6 Combine or merge information within a document from a range of sources 1.7 Store and retrieve document and template files effectively, in line with guidelines and conventions where available
2. Create and modify layout and structures for word processing documents	2.1 Identify the document requirements for structure and style 2.2 Identify what templates and styles are available and when to use them 2.3 Create and modify columns, tables and forms to organise information 2.4 Select and apply styles to text
3. Use word processing software tools to format and present documents	3.1 Identify how the document should be formatted to aid meaning 3.2 Select and use appropriate techniques to format characters and paragraphs 3.3 Select and use appropriate page and section layouts to present and print documents 3.4 Describe any quality problems with documents 3.5 Check documents meet needs, using IT tools and making corrections as necessary

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	3.6 Respond appropriately to quality problems with documents so that outcomes meet needs
Additional information	
Unit aim (s)	This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. This unit is about the skills and knowledge required by an IT user to select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Word processing tools and techniques will be described as 'intermediate' because: • the software tools and functions will be at times non-routine or unfamiliar; • the choice of techniques will need to take account of a number of factors or elements; and • the user will take some responsibility for the inputting, manipulating and outputting of the information

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Title:	Y/618/3659 IT User Fundamentals
Level:	2
Credit value:	3
GLH:	20
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Use IT systems	1.1 Use correct procedures to start and shutdown an IT system 1.2 Select and use interface features to interact with IT systems 1.3 Select and adjust system settings as appropriate to needs 1.4 Select and use a communication service to access the Internet 1.5 Use appropriate terminology when describing IT systems
2. Manage information storage and retrieval	2.1 Manage files and folders to enable efficient information retrieval 2.2 Identify when you would use different types of storage media 2.3 Identify why you would use different types of storage media 2.4 Organise and store information, following company policy and national legislation
3. Follow and understand the need for safety and security practices	3.1 Work safely and take steps to minimise physical stress 3.2 Describe the danger of computer viruses, and how to minimise risk 3.3 Keep information secure 3.4 Explain why it is important to stay safe and to respect others when using IT-based communication 3.5 Follow relevant guidelines and company procedures for the safe and secure use of IT
4. Maintain system and troubleshoot IT system problems	4.1 Describe why routine and non-routine maintenance is important 4.2 Describe when you would carry out routine and non-routine maintenance 4.3 Carry out regular routine maintenance of IT systems safely

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	4.4 Identify sources of help and how to get expert advice 4.5 Identify IT problems and take appropriate action
Additional information	
Unit aim (s)	This is the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems. This unit is about the skills and techniques to select and use suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and take some responsibility for responding appropriately to IT errors and problems. An activity will typically be 'non-routine or unfamiliar' because: • the task or context is likely to require some analysis, clarification or research, before an approach can be planned; and • the techniques required will involve a number of steps and at times be non-routine or unfamiliar

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Title:	R/505/3515 Know how to publish, integrate and share using social media
Level:	2
Credit Value:	5
GLH:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1 Know the current social networks used to publish, integrate and share online	1.1 Identify the main social media networks in current use 1.2 Describe the main features of each social media network identified 1.3 Describe why they would use each of the social media networks identified 1.4 Explain the purpose of a 'social aggregator' tool 1.5 Describe how blogs give individuals a voice on the Web 1.6 Explain how professionals make connections using social media networks
2 Understand how social media is used by individuals, organisations/businesses, governments and social groups	2.1 Describe why • individuals • organisations/businesses • governments • social groups use social media networking sites 2.2 Explain the advantages of a social media user profile 2.3 Describe the typical components of a social media user profile 2.4 Identify the benefits of using social media networking for: • individuals • organisations/businesses • governments • social groups 2.5 Identify the risks of using social media networking for: • individuals • organisations/businesses • governments • social groups 2.6 Describe how social media networks monitor engagement with their websites

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	2.7 Describe the advantages of podcasting 2.8 Explain why organisations have social media policies
3 Understand best practices for safe social networking	3.1 Describe appropriate precautions to ensure their own safety and privacy 3.2 Describe how to protect personal information when engaging with social media websites 3.3 Identify legal constraints on the uploading and downloading of software and other digital content
4 Use browser software to communicate information online	4.1 Select and use appropriate tools and techniques to communicate information online 4.2 Use browser tools to share information sources with others 4.3 Submit information online 4.4 Identify opportunities to create, post or publish material to social media websites
5 Understand the need for safety and security practices	5.1 Describe the danger of computer viruses and how to minimise risks 5.2 Describe how to minimise threats to information security when online 5.3 Describe how to minimise the threats to user safety when online 5.4 Describe where to access online help and information when using social media networks
Additional information about this unit	
Unit aim (s)	The aim of this unit is to provide learners with an understanding of the current social networks used to publish, integrate and share online and how social media is used by individuals, organisations/businesses, governments and social groups. It also provides learners with an understanding of best practices for safe social networking and the need for safety and security practices. This unit will also provide learners with the ability to use browser software to communicate information online.

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Title:	D/502/9931 Principles of digital marketing
Level:	2
Credit value:	5
GLH:	40
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the role of digital marketing	1.1 Explain the role of digital marketing within the overall marketing strategy 1.2 Explain the strengths and weaknesses of digital marketing 1.3 Explain the importance of targeted digital marketing 1.4 Describe the sources of data lists for use in targeting customers and potential customers 1.5 Explain the legal requirements and implications of digital marketing 1.6 Describe the importance of digital data capture systems for digital marketing
2. Understand the use of search engine optimisation (SEO)	2.1 Describe the use of SEO 2.2 Explain the importance of SEO 2.3 Explain the advantages and disadvantages of links to other websites
3. Understand the requirements of marketing research using the internet	3.1 Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information 3.2 Explain the advantages and disadvantages of different internet data collection sources 3.3 Explain the importance of confirming the accuracy of information retrieved from the internet

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4. Understand the uses of digital marketing devices and messages	4.1. Describe the potential uses of a Customer Relationship Management (CRM) system 4.2. Explain the importance of data cleansing 4.3. Describe the use of digital marketing devices 4.4. Describe the use of digital response systems 4.5. Explain the advantages and disadvantages of different tracking systems used in digital marketing
5. Understand how to use digital technology for marketing purposes	5.1 Explain how to use a CRM system 5.2 Explain how to maintain the currency and accuracy of digital databases 5.3 Explain the advantages and disadvantages of different digital technologies 5.4 Describe the importance of tailoring messages to different digital media 5.5 Explain the potential for marketing to social networking sites 5.6 Explain how to prevent marketing messages being identified as 'spam'
Additional information about this unit **Role:** Digital Marketer	
Unit aim (s)	This unit concerns understanding the role of digital marketing, the use of search engine optimisation (SEO), the requirements of marketing research using the internet, the uses of digital marketing device and messages and how to use digital technology for marketing purposes

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Title:	**M/502/4622 Presentation software**
Level:	**2**
Credit Value:	**4**
GLH:	**30**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation 1.2 Enter text and other information using layouts appropriate to type of information 1.3 Insert charts and tables into presentation slides 1.4 Insert images, video or sound to enhance the presentation 1.5 Identify any constraints which may affect the presentation 1.6 Organise and combine information of different forms or from different sources for presentations 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2. Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use 2.2 Select, change and use appropriate templates for slides 2.3 Select and use appropriate techniques to edit slides and presentations to meet needs 2.4 Select and use appropriate techniques to format slides and presentations 2.5 Identify what presentation effects to use to enhance the presentation 2.6 Select and use animation and transition effects appropriately to enhance slide sequences

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3. Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively 3.2 Prepare slideshow for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs
Additional information	
Unit aim (s)	This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing. This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Presentation tools and techniques at this level will be described as 'intermediate' because: • the software tools and functions used will be at times non-routine or unfamiliar • the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements • the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar

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