Qualification Specification

BCS ITQ Suite of Qualifications

BCS Level 1 Award in IT User Skills (ITQ)
BCS Level 1 Award in IT User Skills (ECDL Essentials)
BCS Level 1 ECDL Award in IT User Skills
BCS Level 1 ECDL Certificate in IT User Skills
BCS Level 1 Certificate in IT User Skills (ITQ)
BCS Level 1 Diploma in IT User Skills
BCS Level 2 Award in IT User Skills (ITQ)
BCS Level 2 ECDL Award in IT User Skills
BCS Level 2 ECDL Certificate in IT User Skills
BCS Level 2 Certificate in IT User Skills (ITQ)
BCS Level 2 Certificate in IT User Skills (ECDL Extra)
BCS Level 2 Diploma in IT User Skills (ITQ)
BCS Level 2 Diploma in IT User Skills (Apprenticeship Component)
BCS Level 3 Award in IT User Skills
BCS Level 3 ECDL Award in IT User Skills (ITQ)
BCS Level 3 Certificate in IT User Skills
BCS Level 3 Certificate in IT User Skills (ECDL Advanced)
BCS Level 3 Diploma in IT User Skills (ITQ)
BCS Level 3 Diploma in IT User Skills (Apprenticeship Component)

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This is a United Kingdom government regulated qualification which is administered and approved by one or more of the following: Ofqual, Qualifications in Wales, CCEA or SQA

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1. About BCS

Our mission as BCS, The Chartered Institute for IT, is to enable the information society. We promote wider social and economic progress through the advancement of information technology science and practice. We bring together industry, academics, practitioners and government to share knowledge, promote new thinking, information the design of new curricula, shape public policy and inform the public.

Our vision is to be a world class organisation for IT. Our 70,000 strong membership includes practitioners, businesses, academics and students in the UK and internationally. We deliver a range of professional development tools for practitioners and employees. A leading IT qualification body, we offer a range of widely recognised qualifications.

2. Equal Opportunities

BCS wishes to ensure good practice in the area of Equal Opportunity. Equality of opportunity extends to all aspects for the provision of BCS qualifications. Further information about our equal opportunities policy can be found on the Approved Centre Forum.

3. Introduction to the qualification

3.1 Qualification summary

Qualification Title	QAN	Total Qualification Time	Accreditation Start
BCS Level 1 Award in IT User Skills (ITQ)*	500/6178/1	N/A	01/05/2009
BCS Level 1 Award in IT User Skills (ECDL Essentials)	500/6226/8	92	01/05/2009
BCS Level 1 ECDL Award in IT User Skills	601/0633/5	89	01/09/2013
BCS Level 1 ECDL Certificate in IT User Skills	601/1236/0	129.11	01/10/2013
BCS Level 1 Certificate in IT User Skills (ITQ)*	500/6276/1	N/A	01/05/2009
BCS Level 1 Diploma in IT User Skills (ITQ)*	500/6174/4	N/A	01/05/2009
BCS Level 2 Award in IT User Skills (ITQ)*	500/6275/X	N/A	01/05/2009
BCS Level 2 ECDL Award in IT User Skills	601/0634/7	114	01/09/2013
BCS Level 2 ECDL Certificate in IT User Skills	601/1237/2	146	01/10/2013
BCS Level 2 Certificate in IT User Skills (ITQ)*	500/6175/6	N/A	01/05/2009
BCS Level 2 Certificate in IT User Skills (ECDL Extra)	500/6242/6	120	01/05/2009
BCS Level 2 Diploma in IT User Skills (ITQ)*	500/6161/6	N/A	01/05/2009
BCS Level 2 Diploma in IT User Skills (Apprenticeship Component)*	600/2681/9	N/A	01/08/2011
BCS Level 3 Award in IT User Skills (ITQ)*	500/6179/3	N/A	01/05/2009
BCS Level 3 ECDL Award in IT User Skills*	601/0635/9	N/A	01/09/2013
BCS Level 3 Certificate in IT User Skills	500/6176/8	247	01/05/2009
BCS Level 3 Certificate in IT User Skills (ECDL Advanced)	500/6243/8	248	01/05/2009
BCS Level 3 Diploma in IT User Skills (ITQ)*	500/6386/8	N/A	01/05/2009
Level 3 Diploma in IT User Skills (Apprenticeship Component)*	600/2879/8	N/A	01/09/2011

* These qualifications are being withdrawn in 2018. Please use the following link for further information. http://www.bcs.org/content/ConWebDoc/58142

The ITQ provides an **up-to-date, nationally recognised IT user qualification** tailored to business and individual needs.

It's designed for people using technology:

- at work
- in education
- when looking for work
- in their leisure time

Principles of ITQ suite of qualifications

Three principles underpin the ITQ suite of qualifications

- Flexibility of approach in response to sector, employer and learner needs:
    - for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
    - for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
    - For learners – to ensure they are equipped with the appropriate skills to support their personal or career development.
- Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:
    - size – from taster courses and bite-sized units to full-time programmes of study
    - level of complexity – from Entry Level to Level 3
    - Content – incorporating a range of options for different IT systems and applications.
- Flexibility of assessment method as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:
    - electronic testing using simulation, tests and tasks
    - Portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

ITQ's are available in a number of sizes (Award, Certificate, Diploma) and levels (L1, L2, L3). The benefits of this are that learners can progress in 2 ways, either by working towards a larger qualification at the same level or by working towards a higher-level qualification. To build an ITQ, select a number of units from the vast selection of ITQ units; however, each qualification has its own rule of combination that needs to be adhered to in order to make a valid combination.

Presently we offer ITQ's as flexible qualifications, pre-packaged 'fixed' qualifications and flexible ECDL. Our fixed unit ITQ's (ECDL Essentials, Extra and Advanced) are particularly popular and flexible ECDL is part of our programme of qualifications introduced in September 2013.

ITQs are “shared” units developed by TechPartnership (formally known as TechPartnership), the sector skills council for IT and Telecoms.

ECDL qualifications are developed by the ECDL Foundation. ECDL units are mapped into the ITQ framework, ensuring they meet the requirements set out by the relevant sector skills council.

All BCS qualifications are subject to our quality assurance and validation process is to ensure that new and revised qualifications are fit for purpose. Qualifications are reviewed to ensure the alignment of the qualification with agreed design principles, regulatory requirements and to ensure accuracy and consistency across units and qualifications. Through our quality assurance and validation process, we ensure the qualification, its units and assessments, are fit for purpose and can be delivered efficiently and reasonably by centres.

3.2 Structure of the qualification

Qualification size

Qualifications can be gained in three different sizes across each of the three levels.

- Award
- Certificate
- Diploma (Please be advised, as of September 2018 BCS will no longer be offering Diploma courses.)

To gain a qualification, learners must amass a certain number of credits. The table below shows the qualification structure:

	Minimum and Maximum Credit Values		
Qualification Size	**Level 1**	**Level 2**	**Level 3**
Award	**9 - 12**	**10 - 15**	**12 - 18**
Certificate	**13 - 16**	**16 – 20**	**25 - 30**
Diploma	**37 - 44**	**38 – 45**	**39 - 46**

Qualification Level Descriptors

Level 1

- **Summary**
- Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- **Knowledge and understanding**
- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks
- Be aware of information relevant to the area of study or work
- **Application and action**
- Complete well-defined routine tasks
- Use relevant skills and procedures
- Select and use relevant information
- Identify whether actions have been effective
- **Autonomy and accountability**
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Level 2

- **Summary**
- Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.
- It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- **Knowledge and understanding**
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems
- Interpret relevant information and ideas
- Be aware of the types of information that are relevant to the area of study or work
- **Application and action**
- Complete well-defined, generally routine tasks and address straightforward problems
- Select and use relevant skills and procedures
- Identify, gather and use relevant information to inform actions
- Identify how effective actions have been
- **Autonomy and accountability**
- Take responsibility for completing tasks and procedures
- Exercise autonomy and judgement subject to overall direction or guidance

Level 3

- **Summary**
- Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity.
- It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- It also reflects awareness of different perspectives or approaches within an area of study or work.
- **Knowledge and understanding**
- Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well-defined, may be complex and non-routine
- Interpret and evaluate relevant information and ideas
- Be aware of the nature of the area of study or work
- Have awareness of different perspectives or approaches within the area of study or work
- **Application and action**
- Address problems that, while well-defined, may be complex and non-routine
- Identify, select and use appropriate skills, methods and procedures
- Use appropriate investigation to inform actions
- Review how effective methods and actions have been
- **Autonomy and accountability**
- Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for
- supervising or guiding others
- Exercise autonomy and judgement within limited parameters

Rules of combination

To complete an ITQ qualification certain rules of combination *must* be met. The three tables below outline the rules of combination for Award Certificate and Diploma across all three levels:

The following general rules of combination may be covered:

- Mandatory Units
- Minimum number of credits required
- Maximum number of credits allowed
- Minimum number or percentage of credits required at specific level(s)
- Minimum number or percentage of units required at specific level(s)
- Sector Specific units

Rules of Combination for ITQ Award Qualifications:

Award	**Level 1 (500/6178/1)**	**Level 2 (500/6275/X)**	**Level 3 (500/6179/3)**
Minimum Credit Value	9	10	12
Maximum Credit Value	12	15	18
Mandatory Unit	N/A	N/A	N/A
Optional Units *Two thirds of optional unit credits at the level of the qualification*	Min 6 credits at L1	Min 7 credits at L2	Min 8 credits at L3
Sector Specific Units	N/A	N/A	N/A

Rules of Combination for ITQ Certificate Qualifications:

Certificate	**Level 1 (500/6276/1)**	**Level 2 (500/6175/6)**	**Level 3 (500/6176/8)**
Minimum Credit Value	13	16	25
Maximum Credit Value	16	20	30
Mandatory Unit	L1 Improving Productivity Using IT (3 credits)	L2 Improving Productivity Using IT (4 credits)	L3 Improving Productivity Using IT (5 credits)
Optional Units	Min 4 credits at L1. Up to 3 credits at Entry Level 3	Min 6 credits at L2. No credits at Entry Level 3	Min 10 credits at L3. No credits at Entry Level 3
Sector Specific Units *Unit or units from other QCF qualifications*	Max 3 credits at any relevant level	Max 4 credits at any relevant level	Max 5 credits at any relevant level

Rules of Combination for ITQ Diploma Qualification:

The Diploma qualifications are being withdrawn in 2018. Please use the following link for further information. http://www.bcs.org/content/ConWebDoc/58142

Diploma	**Level 1 (500/6174/4)**	**Level 2 (500/6161/6)**	**Level 3 (500/6386/8)**
Minimum Credit Value	37	38	39
Maximum Credit Value	44	45	46
Mandatory Unit	L1 Improving Productivity Using IT (3 credits)	L2 Improving Productivity Using IT (4 credits)	L3 Improving Productivity Using IT (5 credits)
Optional Units *At least half optional unit credits at qualification level*	Min 17 credits at L1. Up to 5 credits at Entry Level 3	Min 17 credits at L2. No credits at Entry Level 3	Min 17 credits at L3. No credits at Entry Level 3
Sector Specific Units *Unit or units from other QCF qualifications*	Max 3 credits at any relevant level	Max 4 credits at any relevant level	Max 5 credits at any relevant level

ECDL Qualifications

The following tables show the units that make up the fixed ECDL qualifications available from BCS.

(500/6226/8) Level 1 Award in IT User Skills (ECDL Essentials)

Mandatory Units	Unit code	Level	Credit value
IT User Fundamentals	J/502/4206	1	3
Using Email and the Internet*	T/502/4296 J/502/4299	1	5
Security for IT Users	R/502/4256	1	1

*Level 1 Using the Internet and Using email units are only offered as a combined unit with a credit value of 5

Total 9 credits

(500/6242/6) Level 2 Certificate in IT User Skills (ECDL Extra)

Mandatory Units	Unit code	Level	Credit value
Word Processing	R/502/4628	2	4
Spreadsheet Software	F/502/4625	2	4
Presentation Software	M/502/4622	2	4
Improving Productivity Using IT	J/502/4156	2	4

Total 16 credits

(500/6243/8) Level 3 Certificate in IT User Skills (ECDL Advanced)

Mandatory Units	Unit code	Level	Credit value
Word Processing	Y/502/4629	3	6
Spreadsheet Software	J/502/4626	3	6
Presentation Software	T/502/4623	3	6
Database Software	T/502/4556	3	6
Improving Productivity Using IT	J/502/4156	3	5

Total 29 credits

For ECDL Flexible qualifications the rules of combination are as per the table below, to reflect the units that are available as part of these qualifications.

ECDL Flexible Award	Level 1 (601/0633/5)	Level 2 (601/0634/7)	Level 3 (601/0635/9)
Minimum Credit Value	9	10	12
Maximum Credit Value	12	15	18
Mandatory Unit	N/A	N/A	N/A
Optional Units *Two thirds of optional unit credits at the level of the qualification*	Min 6 credits at L1.	Min 7 credits at L2.	Min 8 credits at L3.

ECDL Flexible Certificate	Level 1 (601/1236/0)	Level 2 (601/1237/2)
Minimum Credit Value	13	16
Maximum Credit Value	16	20
Mandatory Unit	L1 Improving Productivity Using IT (3 credits)	L2 Improving Productivity Using IT (4 credits)
Optional Units	Min 4 credits at L1.	Min 6 credits at L2.

3.3 Prior learning

There are no pre-requisites that a learner must achieve prior to taking an ITQ qualification, all knowledge, skills and understanding about the subject will be covered within the training.

For ECDL Advanced or Level 3 ECDL Award qualifications, it is expected learners will have completed an ITQ at either level 1 or 2. However, this is not a mandatory requirement.

3.4 Learner progression

This qualification and its credits can be used to contribute towards a larger ITQ qualification.

4. Units

4.1 Guidance on the unit content

Following the calculation of Total Qualification Time (TQT) in 2017, the confirmed Guided Learning Hours (GLH) were calculated by qualification. This calculation did not take into account the individual GLH for specific unit(s). Therefore, it is suggested that the Guided Learning Hours indicated in the table below are followed as a general guideline.

Unit Name (Level 1)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Improving Productivity using IT	T/502/4153	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
IT User Fundamentals	J/502/4206	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Setting up an IT System	Y/502/4209	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Optimise IT System Performance	D/502/4244	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
IT Security for Users	R/502/4256	TechPartnership, The Sector Skills Council for Business and Information Technology	10	1	✓
IT Communication Fundamentals	Y/502/4291	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×

Unit Name (Level 1)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Using the Internet *	J/502/4299	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Using Email *	T/502/4296	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	✓
Using Collaborative Technologies	A/502/4378	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Using Mobile IT Devices	H/502/4374	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Personal Information Management Software	Y/502/4369	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
IT Software Fundamentals	L/502/4384	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Audio Software	K/502/4389	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×

Unit Name (Level 1)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Video Software	K/502/4392	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Bespoke Software	A/502/4395	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Specialist Software	L/502/4398	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Computerised Accounting Software	F/502/4401	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Data Management Software	F/502/4558	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Database Software	H/502/4553	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Design Software	M/502/4572	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×

Unit Name (Level 1)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Imaging Software	J/502/4612	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Desktop Publishing Software	Y/502/4565	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Drawing & Planning Software	J/502/4609	TechPartnership The Sector Skills Council for Business and Information Technology	15	2	×
Multimedia Software	Y/502/4615	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Presentation Software	K/502/4621	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Project Management Software	K/502/4618	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Spreadsheet Software	A/502/4624	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓

Unit Name (Level 1)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Website Software	L/502/4630	TechPartnership Sector Skills Council for Business and Information Technology	20	3	×
Word Processing Software	L/502/4627	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	✓
Internet Safety	H/502/9154	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Using a keyboard	J/502/9311	TechPartnership, The Sector Skills Council for Business and Information Technology	10	1	×
Sector Specific		TechPartnership, The Sector Skills Council for Business and Information Technology		3	×

* Level 1 Using the Internet and Using email units are only offered as a combined unit with a credit value of 5

Unit Name (Level 2)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Improving Productivity using IT	J/502/4156	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
IT User Fundamentals	L/502/4207	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Setting up an IT System	L/502/4210	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Optimise IT System Performance	H/502/4245	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
IT Security for Users	Y/502/4257	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
IT Communication Fundamentals	D/502/4292	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Using the Internet	A/502/4297	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×

Unit Name (Level 2)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Using Email	M/502/4300	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Using Collaborative Technologies	F/502/4379	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Using Mobile IT Devices	K/502/4375	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
Personal Information Management Software	L/502/4370	TechPartnership, The Sector Skills Council for Business and Information Technology	15	2	×
IT Software Fundamentals	R/502/4385	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Audio Software	D/502/4390	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Video Software	M/502/4393	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×

Unit Name (Level 2)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Bespoke Software	F/502/4396	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Specialist Software	R/502/4399	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Computerised Accounting Software	J/502/4402	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Data Management Software	J/502/4559	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Database Software	M/502/4555	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
Design Software	T/502/4573	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Imaging Software	L/502/4613	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×

Unit Name (Level 2)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Desktop Publishing Software	D/502/4566	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Drawing & Planning Software	A/502/4610	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Multimedia Software	D/502/4616	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Presentation Software	M/502/4622	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
Project Management Software	M/502/4619	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
Spreadsheet Software	F/502/4625	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
Website Software	R/502/4631	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×

Unit Name (Level 2)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Word Processing Software	R/502/4628	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	✓
Developing Personal and Team Effectiveness Using IT	T/503/0499	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Understanding the Potential of IT	M/503/0498	TechPartnership, The Sector Skills Council for Business and Information Technology	70	8	×
Sector Specific		TechPartnership, The Sector Skills Council for Business and Information Technology		5	×

Unit Name (Level 3)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Improving Productivity using IT	J/502/4156	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	✓
Setting up an IT System	R/502/4211	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×

Unit Name (Level 3)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Optimise IT System Performance	K/502/4246	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
IT Security for Users	D/502/4258	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Using the Internet *	F/502/4298	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
Using Email *	T/502/4301	TechPartnership, The Sector Skills Council for Business and Information Technology	20	3	×
Using Collaborative Technologies	T/502/4380	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	×
Audio Software	H/502/4391	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Bespoke Software	J/502/4397	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×

Unit Name (Level 3)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Specialist Software	A/502/4400	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Computerised Accounting Software	L/502/4403	TechPartnership, The Sector Skills Council for Business and Information Technology	35	5	×
Data Management Software	A/502/4560	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Database Software	T/502/4556	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	✓
Design Software	A/502/4574	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
Imaging Software	R/502/4614	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
Desktop Publishing Software	H/502/4567	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×

Unit Name (Level 3)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Drawing & Planning Software	F/502/4611	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Multimedia Software	H/502/4617	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	×
Presentation Software	T/502/4623	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	✓
Project Management Software	H/502/4620	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
Spreadsheet Software	J/502/4626	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	✓
Website Software	Y/502/4632	TechPartnership, The Sector Skills Council for Business and Information Technology	40	5	×
Word Processing Software	Y/502/4629	TechPartnership, The Sector Skills Council for Business and Information Technology	45	6	✓

Unit Name (Level 3)	Unit Code	Unit Owner	Guided Learning Hours	QCF Credits	ECDL Flexible Unit
Developing Personal and Team Effectiveness Using IT	H/503/0501	TechPartnership, The Sector Skills Council for Business and Information Technology	30	4	×
Understanding the Potential of IT	D/503/0500	TechPartnership, The Sector Skills Council for Business and Information Technology	70	8	×
Sector Specific		TechPartnership, The Sector Skills Council for Business and Information Technology		5	×

4.2 Learning outcomes and assessment criteria

Level 1 units

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
(K/502/4389) Audio Software Level 1	Use audio hardware and software to capture sequences	Identify the input device and associated software to use	A foundation user can use a range of basic audio software tools and techniques appropriately to record and edit straightforward or routine audio sequences. Any aspect that is unfamiliar will require support and advice from others. Audio software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used; > the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the file type and structure will be predetermined or familiar.
		Use input devices and built-in audio software to record information to meet needs	
		Identify the file format used by the input device	
		Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available	
	Use audio software tools to combine and edit sequences	Identify the audio editing software to use for the file format	
		Cut and paste short sequences to meet needs	
		Combine information of different forms or from different sources, in line with any copyright constraints	
		Identify copyright constraints on using others' information	
	Play and present audio sequences	Identify appropriate playback software to use for the sequence	
		Identify the display device to use for the sequence	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Select and use appropriate combination of software and display device to playback audio sequences	
		Adjust playback and display settings so that sequences are presented to meet needs	
(A/502/4395) IT User Bespoke software Level 1	Input, organise and combine information using bespoke software	Input relevant information accurately into existing templates and/or files so that it is ready for processing	A foundation user can use basic bespoke or specialist software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others. Bespoke or specialist software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used;
		Organise and combine information of different forms or from different sources	
		Follow local and/or legal guidelines for the storage and use of data where available	
		Respond appropriately to data entry error messages	
	Use tools and techniques to edit, process, format and present information	Use appropriate tools and techniques to edit, process and format information	
		Check information meets needs, using IT tools and making corrections as appropriate	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Use appropriate presentation methods and accepted layouts	> the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the data type and structure will be predetermined or familiar.
(F/502/4401) IT User Computerised Accounting software Level 1	Access, enter and edit accounting information	Identify the sources and characteristics of accounting data	A foundation user can use basic accounting software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others. Accounting software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used; > the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the document type and structure will be predetermined or familiar.
		Enter accounting data accurately into records to meet requirements	
		Locate and display accounting data records to meet requirements	
		Check data records meet needs using IT tools, making corrections as necessary	
		Identify the risks to data security and procedures used for data protection	
		Follow local and/or legal guidelines for the storage and use of data	
	Use tools and techniques to process business transactions	Use appropriate tools and techniques to process transactions	
		Review the transaction process and identify any errors	
		Respond appropriately to any transaction errors and problems	
	Produce accounting documents and summary	Identify what information is required and how to present it	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
	reports to meet requirements	Generate accounting documents as required	
		Generate management reports as required	
(F/502/4558) IT User Data Management Software Level 1	Enter, edit and maintain data records in a data management system	Identify the security procedures used to protect data	: A foundation user can use basic data management software tools and techniques to: > enter straightforward or routine information using pre-set data-entry screens; > retrieve information by running predefined methods; and > produce reports using predefined menus or short cuts. The tools and techniques will be described as 'basic' because: > the tools and functions will be predefined or commonly used; and > the techniques for inputting, manipulation and outputting data will be
		Enter data accurately into records to meet requirements	
		Locate and amend individual data records	
		Check data records meet needs, using IT tools and making corrections as necessary	
		Respond appropriately to data entry error messages	
		Follow local and/or legal guidelines for the storage and use of data where available	
	Retrieve and display data records to meet requirements	Search for and retrieve information using predefined methods to meet given requirements	
		Identify which report to run to output the required information	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Select and view specified reports to output information to meet given requirements	straightforward or routine. The structure and functionality of the data management system will be predefined. Any aspects that are unfamiliar will require support and advice from others. Examples of context: Adding or amending customer details into a company CRM system such as Integra; booking patient appointments for doctor, dentist or hospital; registering new student details onto a school or college SIMS database
(H/502/4553) Database Software Level 1	Enter, edit and organise structured information in a database	Identify the main components of a database	A foundation user can use basic database software tools and techniques to: > enter straightforward or routine information into a database; > set up a single table in a flat file database; > retrieve information by running routine queries; and > produce reports using predefined menus or short cuts. The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support
		Create a database table for a purpose using specified fields	
		Enter structured data into records to meet requirements	
		Locate and amend data records	
		Respond appropriately to data entry error messages	
		Check data meets needs, using IT tools and making corrections as necessary	
	Use database software tools to extract information and produce reports	Identify queries which meet information requirements	
		Run simple database queries	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Identify reports which meet information requirements	and advice from others. Database tools and techniques will be described as ‘basic’ because: > the tools and functions will be predefined or commonly used; and > the techniques for inputting, manipulation and outputting will be straightforward or routine.
		Generate and print pre-defined database reports	
(M/502/4572) IT User Design Software Level 1	Obtain, insert and combine information for designs	Identify what designs are needed	A foundation user can use basic design and imaging software tools and techniques appropriately to produce straightforward or routine designs and images. Any aspect that is unfamiliar will require support and advice from others. Design and imaging software tools and techniques will be defined as ‘basic’ because: > the range of inputting, manipulation and outputting techniques will be straightforward or routine; > the software tools and functions involved will be predefined or commonly used; > the type and structure of the task will be predetermined or familiar
		Obtain, input and prepare designs to meet needs	
		Identify what generic copyright and other constraints apply to the use of designs	
		Combine information of different types or from different sources for designs	
		Identify the context in which the designs will be used	
		Identify which file format to use for saving and exchanging designs	
		Store and retrieve files effectively, in line with local guidelines and conventions where available	
	Use design software tools to create, manipulate and edit designs	Use suitable tools and techniques to create designs	
		Use appropriate tools and techniques to manipulate and edit designs	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Check designs meet needs, using IT tools and making corrections as necessary	
(Y/502/4565) IT User Desktop Publishing Level 1	Select and use appropriate designs and page layouts for publications	Identify what types of information are needed	A foundation user can use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others. Publication tools and techniques will described as 'basic' because: > the software tools and functions will be predefined or commonly used; > the range of entry, manipulation and outputting techniques will be straightforward or routine; and > the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine
		Identify what page design and layout will be required	
		Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant	
		Select and use appropriate media for the publication	
	Input and combine text and other information within publications	Input information into publications so that it is ready for editing and formatting	
		Identify copyright constraints on using others' information	
		Organise and combine information of different types or from different sources in line with any copyright constraints	
		Store and retrieve publication files effectively, in line with local guidelines and conventions where available	
	Use desktop publishing software techniques to edit and format publications	Identify what editing and formatting to use for the publication	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Select and use appropriate techniques to edit publications and format text	
		Manipulate images and graphic elements accurately	
		Control text flow within single and multiple columns and pages	
		Check publications meet needs, using IT tools and making corrections as necessary	
(J/502/4609) IT User Drawing and planning software Level 1	Input, organise and combine information for drawings or plans	Identify what types of 2D shapes and other elements will be needed	
		Identify which template or blank document to use	
		Select the appropriate shapes, from those available, to meet needs	
		Input the relevant shapes and other elements into existing templates or blank documents so that they are ready for editing and formatting	
		Identify what copyright constraints apply to the use of shapes or other elements	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Combine information of different types or from different sources for drawings and plans	
		Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	
	Use tools and techniques to edit, manipulate, format and present drawings or plans	Identify what drafting guides to use so that the shapes and other elements are appropriately prepared	
		Use appropriate software tools to manipulate and edit shapes and other elements	
		Select and use appropriate software tools to format shapes and other elements	
		Check drawings and plans meet needs, using IT tools and making corrections as necessary	
		Use appropriate presentation methods and accepted page layouts	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
J/502/4206 IT User Fundamentals Level 1	Use IT Systems to meet needs	Use correct procedures to start and shutdown an IT System	A foundation user can use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT. Any aspect that is unfamiliar will require support and advice from others. An activity will typically be straightforward or routine' because: > the tasks or context will be familiar; and > the techniques required will also be commonly undertaken. Examples of context: Using a personal computer or laptop; organising and backing up own data files
		Use interface features effectively to interact with IT Systems	
		Adjust system settings to meet individual needs	
		Use a communication service to access the internet	
		Use appropriate terminology when describing IT Systems	
	Organise, store and retrieve information efficiently	Work with files and folders so that it is easy to find and retrieve information	
		Indentify what storage media to use	
		Organise and store information , using general and local conventions where appropriate	
	Follow and understand the need for safety and security practises	Work safely and take steps to minimise physical stress	
		Recognise the danger of computer viruses, and how to minimise risk	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Keep information secure	
		Outline why it is so important to stay safe and to respect others when using ICT-based communications	
		Follow relevant guidelines and procedures for the safe and secure use of IT	
	Carry our routine maintenance of IT systems and respond to routine IT system problems	Identify why routine maintenance of hardware is important and when to carry it out	
		Identify where to get expert advice	
		Carry out regular routine maintenance of IT systems safely	
		Take appropriate action to handle routine IT problems	
(J/502/4612) IT User Imaging Software Level 1	Obtain, insert and combine information for images	Identify what images are needed	
		Obtain, input and prepare images to meet needs	
		Identify what generic copyright and other constraints apply to the use of images	
		Combine information of different types or from different sources for images	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Identify the context in which the images will be used	
		Identify which file format to use for saving and exchanging images	
		Store and retrieve files effectively, in line with local guidelines and conventions where available	
	Use image software tools to create, manipulate and edit images	Use suitable tools and techniques to create images	
		Use appropriate tools and techniques to manipulate and edit images	
		Check images meet needs, using IT tools and making corrections as necessary	
(T/502/4153) IT User Improving Productivity using IT Unit Level 1	Plan the use of appropriate IT systems and software to meet requirements	Identify the purpose for using IT	A foundation user can plan and review their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity. Any aspect that is unfamiliar will require support and advice from other people. An activity will typically be ‘straightforward or routine’ because:
		Identify the methods, skills and resources required to complete the task successfully	
		Plan how to carry out the task using IT to achieve the required purpose and outcome	
		Identify reasons for choosing particular IT systems and software applications for the task	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Select IT systems and software applications as appropriate for the purpose	> the task or context will be familiar and involve few factors (for example, time available, audience needs, message, structure); and > the techniques used will be familiar or commonly undertaken
		Identify any legal or local guidelines or constraints that may affect the task or activity	
	Use IT systems and software efficiently to complete planned tasks	Identify automated routines to improve productivity	
		Use automated routines that aid efficient processing or presentation	
		Complete planned tasks using IT	
	Review the selection and use of IT tools to make sure that work activities are successful	Review outcomes to make sure they meet the requirements of the task and are fit for purpose	
		Decide whether the IT tools selected were appropriate for the task and purpose	
		Identify the strengths and weaknesses of the completed task	
		Identify ways to make further improvements to work	
(Y/502/4291) IT User IT	Use a variety of sources of information to meet	Use appropriate sources of IT-based and other forms of information to meet needs	A foundation user can use appropriate IT

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
Communication Fundamentals Level 1	needs	Identify different features of information	tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities. Any aspect that is unfamiliar will require support and advice from others. An activity will typically be 'straightforward or routine' because: > the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); > the input and output of information will be predetermined by the person supervising the task; and > the techniques used will be familiar or commonly undertaken
		Recognise copyright constraints on the use of information	
	Access, search for, select and use Internet-based information and assess its fitness for purpose	Access, navigate and search Internet sources of information purposefully and effectively	
		Use appropriate search techniques to locate and select relevant information	
		Outline how the information meets requirements and is fit for purpose	
	Select and use IT to communicate and exchange information	Create, access, read and respond appropriately to e-mail and other IT-based communication	
		Use IT tools to maintain an address book and schedule activities	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
(J/502/4206) IT User IT Software fundamentals Level 1	Select and use software applications to meet needs and solve problems	Identify different software applications and give examples of their use	
		Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems	
		Identify what types of information are needed	
	Enter, develop and format different types of information to suit its meaning and purpose	Enter, organise and format different types of information to meet needs	
		Apply editing techniques to refine information as required	
		Combine information of different forms or from different sources to meet needs	
		Select and use appropriate page layout to present information effectively	
	Present information in ways that are fit for purpose and audience	Work accurately and proof-read, using software facilities where appropriate for the task	
		Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate	
	Make effective use of IT tools and facilities to present information	Review and modify work as it progresses to ensure the result is fit for purpose and audience	
		Review the effectiveness of the IT tools selected to meet presentation needs	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
(Y/502/4615) IT User Multimedia software Level 1	1 Plan the content and organisation of multimedia products to meet needs	Use simple techniques to plan the content and organisation of multimedia product	A foundation user can use a range of basic multimedia tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others. Publication tools and techniques will described as 'basic' because: > the software tools and functions will be predefined or commonly used; > the range of entry, manipulation and outputting techniques will be straightforward or routine; and > the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.
		Identify the type of multimedia outcome to meet requirements	
		Identify what is required in the specification	
		Identify copyright or other constraints for using others' information	
	2 Obtain, input and combine content to build multimedia outcomes	Select and use an appropriate input device to enter content for multimedia outcomes	
		Combine information of different types or from different sources for multimedia outcomes	
		Identify the file format and storage media to use	
		Select and use appropriate software to write multimedia files	
		Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	
	3 Use multimedia software tools to edit and format multimedia content to meet requirements	Select and use appropriate techniques to edit and format multimedia outcomes	
		Manipulate images and graphic elements accurately	
		Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
	4 Play and present multimedia outcomes	Identify what display device to use for multimedia outcomes	
		Use appropriate techniques to navigate and display multimedia outcomes	
		Control the playback of multimedia files	
		Adjust display settings to meet needs	
(D/502/4244) IT User Optimise IT system performance Level 1	Maintain hardware and software in working order	Identify the operating system and capacity of the computer system	A foundation user can manage software, disks and devices to maintain hardware and software (system) performance, solve common hardware and software problems and errors, getting help with more difficult problems.
		Take appropriate steps to protect computer hardware against loss or damage	
		Run anti-virus and other security software regularly	
		Set up printers and other peripheral devices	
	Manage files to maintain system performance	Use file navigation software to organise files into an appropriate folder structure	
		Backup and restore files and folders	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Identify why it is important to undertake routine file housekeeping of the information stored on computer systems	
		Carry out routine file housekeeping so that information is easy to find	
	Respond to common IT system problems and errors	Identify common IT system problems and responses	
		Respond appropriately to common IT system problems	
		Identify where to get expert advice	
		Seek expert advice when appropriate	
	Customise the working environment to meet needs	Adjust system settings as appropriate to individual needs	
(Y/502/4369) IT User Personal Information management	Use a calendar to schedule appointments	Create, edit and delete calendar entries	The foundation user can use a range of basic personal information management tools and techniques to organise and plan their own time and tasks.
		Arrange recurring appointments	
		Invite others to meetings and monitor attendance	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
software Level 1		Respond to meeting requests from others	
		Create reminders for calendar appointments	
		Organise and display appointments as required	
	Use a task list to prioritise activities	Create, edit and delete task information	
		Organise and display tasks, setting targets for completion	
		Monitor task progress and set reminders	
		Report on task status and activity	
	Use an address book to store, organise and retrieve contact information	Create, edit and delete contact information	
		Organise and display contact information	
		Set up a distribution list	
		Describe why it is important to use personal data responsibly and safely	
		Outline why and how to keep contact information up to date	
(K/502/4618) IT User Project Management Software Level 1	Create and define a project	Identify the main components of the project management software	A foundation user can use a range of basic project management software tools and techniques to input and edit straightforward or routine information about projects. Any aspect that is
		Identify the information about the project that must be included	
		Create a new project file using templates where appropriate	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable	unfamiliar will require support and advice from others. Project management tools and techniques will be described as 'basic' because: > the software tools and functions will be predefined in templates or commonly used; > the range of entry, manipulation and outputting techniques will be straightforward or routine; and > the inputting, manipulating and outputting of the information is in response to prompts and is directed by the project manager
	Enter and edit information about project tasks and resources	Identify types of tasks, milestones, deadlines and constraints	
		Enter and edit information about project tasks	
		Identify time and resources required for the project	
		Apply a task calendar for scheduling tasks	
		Enter and edit information about resources for use in the project	
		Mark any dependencies between tasks	
		Assign resources to tasks	
	Update information about project progress	Use editing and formatting techniques to update project elements	
		Update task status in line with progress	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Update information about resources as required	
	4 Select and use appropriate tools and techniques to display and report on project status	Use filtering and formatting techniques to display project information to meet needs	
		Select and generate project reports using pre-defined formats to meet needs	
R/502/4256 IT Security for Users Level 1	Use appropriate methods to minimise security risks to IT systems and data	Identify security issues that may threaten system performance	A foundation user can identify day-to-day security risks and the laws and guidelines that affect the use of IT; and use simple methods to protect software and personal data (e.g. risks from people getting access to it who are not authorised, from viruses or from hardware not working properly). Examples of context: Regular change of password using a range of alphanumeric characters and symbols. Understanding the importance of applying organisational procedures for maintaining security consistently.
		Take appropriate security precautions to protect IT systems and data	
		Identify threats to information security associated with the widespread use of technology	
		Take appropriate precautions to keep information secure	
		Follow relevant guidelines and procedures for the secure use of IT	
		Describe why it is important to backup data securely	
		Ensure personal data is backed up to appropriate media	
(L/502/4209)IT User Set Up and IT System Level 1	Connect up a personal computer, printer and peripheral devices safely	Identify what IT system components, storage and peripheral devices are needed and how to connect them	The foundation user can connect up the basic components of an IT system, removable storage media and a communication service safely using default setup routines and run simple
		Identify any health and safety issues associated with setting up an IT system	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Connect up the components of an IT system safely, including a printer and other peripheral devices	tests to check it is working successfully
		Connect removable storage media to a PC safely	
	Connect to an IT communication service	Connect communication hardware safely to a PC	
		Identify the details needed to connect to an Internet Service Provider (ISP)	
		Connect to a communication service from a PC	
	Set up software for use	Configure the user interface to meet needs	
		Identify what security precautions need to be addressed when connecting to the internet	
		Set up and configure virus protection software	
		Set up files and software to meet needs	
	Check that the IT system and communication service are working successfully	Identify simple tests that can be used to check the system	
		Identify simple communication tests that can be used to check the internet connection	
		Run tests to check that the system and communication service are working successfully	
		Identify how to report faults and seek expert help	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Respond to error messages and report faults as appropriate	
(L/502/4398) IT User Specialist Software Level 1	Input, organise and combine information using specialist software	Input relevant information accurately into existing templates and/or files so that it is ready for processing	A foundation user can use basic bespoke software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others. Specialist software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used; > the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the data type and structure will be predetermined or familiar.
		Organise and combine information of different forms or from different sources	
		Follow local and/or legal guidelines for the storage and use of data where available	
		Respond appropriately to data entry error messages	
	Use tools and techniques to edit, process, format and present information	Use appropriate tools and techniques to edit, process or format information	
		Check information meets needs, using IT tools and making corrections as necessary	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Use appropriate presentation methods and accepted layouts	
(A/502/4378) IT User Using Collaborative Technologies Level 1	Stay safe and secure when using collaborative technology	Follow guidelines for working with collaborative technology	) The foundation user can safely use IT tool and devices to work collaboratively by: > preparing and accessing IT tools and devices; > playing a responsible and active role in real-time communication; and > contributing relevant information. Any aspect that is unfamiliar will require support and advice from others.
		Identify risks in using collaborative technology and why it is important to avoid them	
		Carry out straightforward checks on others' online identities and different types of information	
		Identify when and how to report online safety and security issues	
		Identify what methods are used to promote trust	
	Set up and access IT tools and devices for collaborative working	Set up IT tools and devices that will enable you to contribute to collaborative work	
		Identify the purpose for using collaborative technologies and expected outcomes	
		Identify which collaborative technology tools and devices to use for different communication media	
		Identify what terms and conditions apply to using collaborative technologies	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
	Prepare collaborative technologies for use	Use given details to access collaborative technologies needed for a collaborative task	
		Adjust basic settings on collaborative technologies	
		Change the environment of collaborative technologies	
		Set up and use a data reader to feed information	
		Identify what and why permissions are set to allow others to access information	
	Contribute to tasks using collaborative technologies	Contribute responsibly and actively to collaborative working	
		Contribute to producing and archiving the agreed outcome of collaborative working	
		Identify when there is a problem with collaborative technologies and where to get help	
		Respond to simple problems with collaborative technologies	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
(J/502/4299) IT User Using email Level 1	Use e-mail software tools and techniques to compose and send messages	Use software tools to compose and format e-mail messages	A foundation user can understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others. Internet tools and techniques will be defined as 'basic' because: > the software tools and functions will be pre-determined or commonly used; and > the range of techniques used for searching and exchanging information will be familiar or commonly undertaken. An activity will typically be 'straightforward or routine' because: > the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and > the input and output of information will be predetermined by the person supervising the task
		Attach files to e-mail messages	
		Send e-mail messages	
		Identify how to stay safe and respect others when using e-mail	
		Use an address book to store and retrieve contact information	
	Manage incoming email effectively	Follow guidelines and procedures for using e-mail	
		Identify when and how to respond to e-mail messages	
		Read and respond to e-mail messages appropriately	
		Identify what messages to delete and when to do so	
		Organise and store e-mail messages	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Respond appropriately to common e-mail problems	
(H/502/4374) IT User Using mobile IT devices Level 1	Set up the mobile device to meet needs	Set up the mobile device for use	A foundation user can set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device. The use of mobile technologies will be defined as 'basic' because: > the tools and functions on the mobile device will be pre-loaded and > the techniques used for sharing files between devices will be familiar or commonly undertaken. An activity will typically be 'straightforward or routine' because: ➢ the task or context using mobile technologies will be familiar and involve few factors (for example, sending SMS messages to colleagues, maintaining a calendar of events, taking notes, capturing a photo, using Bluetooth connectivity to send a photo to a friend's mobile phone.)
		Use mobile device interface features effectively	
		Identify when and how to adjust device settings	
		Adjust device settings to meet needs	
		Identify any specific health and safety issues associated with the use of mobile devices	
	Use applications and files on the mobile device	Identify the different applications on the mobile device and what they can be used for	
		Select and use applications and files on the mobile device for an appropriate purpose	
		Input data accurately into a mobile device	
		Organise, store and retrieve data on a mobile device	
	Transfer data to and from the mobile device	Identify different types of secure connection methods that can be used between devices	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Transfer information to and from a mobile device	
		Recognise copyright and other constraints on the use and transfer of information	
		Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device	
		Keep information secure when using a mobile device	
	Maintain the performance of the mobile device	Identify factors that can affect performance of the mobile device	
		Use appropriate techniques to maintain the performance of the mobile device	
		Identify common problems that occur with mobile devices and what causes them	
		Identify when to try to solve a problem and where to get expert advice	
		Use available resources to respond quickly and appropriately to common device problems	
(T/502/4296) IT User Using the Internet Level 1	Enter, edit and organise structured information in a database	Identify different types of connection methods that can be used to access the Internet	A foundation user can understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Access the Internet or intranet	aspect that is unfamiliar will require support and advice from others. Internet tools and techniques will be defined as 'basic' because: > the software tools and functions will be pre-determined or commonly used; and > the range of techniques used for searching and exchanging information will be familiar or commonly undertaken. An activity will typically be 'straightforward or routine' because: > the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and > the input and output of information will be predetermined by the person supervising the task
	Use browser software to navigate web pages	Use browser tools to navigate webpages	
		Identify when to change browser settings to aid navigation	
		Adjust browser settings to meet needs	
		Use browser help facilities	
	Use browser tools to search for information from the internet	Select and use appropriate search techniques to locate information	
		Outline how information meets requirements	
		Use references to make it easier to find information another time	
		Download and save different types of information from the Internet	
	Use browser software to communicate information online	Select and use tools and techniques to communicate information online	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Use browser tools to share information sources with others	
		Submit information online using forms or interactive sites	
		Identify opportunities to post or publish material to websites	
	Follow and understand the need for safety and security practices when working online	Identify the threats to user safety when working online	
		Outline how to minimise internet security risks	
		Work responsibly and take appropriate safety and security precautions when working online	
		Keep personal information secure	
		Follow relevant laws, guidelines and procedures for the use of the Internet	
(K/502/4392) IT User Video software Level 1	Use video hardware and software to capture sequences	Identify the input device and associated software to use	A foundation user can use a range of basic video software tools and techniques appropriately to record and edit straightforward or routine video sequences. Any aspect that is unfamiliar will require support and advice from
		Use input devices and built-in video software to record information to meet needs	
		Identify the file format used by the input device	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available	others. Video software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used; > the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the file type and structure will be predetermined or familiar.
	Use video software tools to combine and edit sequences	Identify the video editing software to use for the file format	
		Cut and paste short sequences to meet needs	
		Combine information of different forms or from different sources, in line with any copyright constraints	
		Identify copyright constraints on using others' information	
	Play and present video sequences	Identify appropriate playback software to use for the sequence	
		Identify the display device to use for the sequence	
		Select and use appropriate combination of software and display device to playback video sequences	
		Adjust playback and display settings so that sequences are presented to meet needs	
(L/502/4630) Website software Level 1	Plan and create web pages	Identify what content and layout will be needed in the web page	A foundation user can use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar
		Identify the purpose of the webpage and intended audience	
		Select and use a website design template to create a single web page	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Enter or insert content for web pages so that it is ready for editing and formatting	will require support and advice from others. Website software tools and techniques will be defined as 'basic' because: > the software tools and functions involved will be predefined or commonly used; > the range of inputting, manipulation and outputting techniques are straightforward or routine; and > the template used for the content will be predetermined or familiar.
		Organise and combine information needed for web pages	
		Identify copyright and other constraints on using others' information	
		Identify what file types to use for saving content	
		Store and retrieve web files effectively, in line with local guidelines and conventions where available	
	Use website software tools to structure and format web pages	Identify what editing and formatting to use to aid both clarity and navigation	
		Select and use website features to help the user navigate simple websites	
		Use appropriate editing and formatting techniques	
		Check web pages meet needs, using IT tools and making corrections as necessary	
	Publish web pages to the Internet or an intranet	Upload content to a website	
		Respond appropriately to common problems when testing a web page	
(L/502/4627)	Enter, edit and combine		A foundation user can use a range of

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
Word processing software	text and other information accurately within word processing document	Identify what types of information are needed in documents.	basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others. Word processing tools and techniques will be described as 'basic' because: > the software tools and functions will be predetermined or commonly used; and > the techniques needed for text entry, manipulation and outputting will be straightforward or routine. Examples of context: Typical documents may include – letters, envelopes, memos, simple reports, faxes, CVs, agendas, posters, travel directions and simple web pages.
		Identify what templates are available and when to use them	
		Use keyboard or other input method to enter or insert text and other information	
		Combine information of different types or from different sources into a document	
		Enter information into existing tables, forms and templates	
		Use editing tools to amend document content	
		Store and retrieve document files effectively, in line with local guidelines and conventions where available	
	Structure information within word processing documents	Create and modify tables to organise tabular or numeric information	
		Select and apply heading styles to text	
	Use word processing software tools to format and present documents	Identify what formatting to use to enhance presentation of the document	
		Select and use appropriate techniques to format characters and paragraphs	
		Select and use appropriate page layout to present and print documents	
		Check documents meet needs, using IT tools and making corrections as necessary	
(H/502/9154) Internet	Understand the risks that can exist when using the	Identify risks to user safety and privacy.	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
safety for IT users	Internet.	Identify risks to data security.	
		Identify risks to system performance and integrity.	
		Outline how to minimise Internet risks.	
		Outline factors that affect the reliability of information on websites.	
	Know how to safeguard self and others when working online.	Take appropriate precautions to ensure own safety and privacy.	
		Protect personal information online.	
		Carry out checks on others' online identity.	
		Describe the forms and features of cyberbullying.	
		Identify when and how to report online safety issues.	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
		Identify where to get online help and information on e-safety.	
	Take precautions to maintain data security.	Take appropriate precautions to maintain data security.	
		Take appropriate precautions to maintain system performance and integrity.	
		Use appropriate browser safety and security settings.	
		Use appropriate client software safety and security settings.	
	Follow legal constraints, guidelines and procedures which apply when working online.	Identify legal constraints on the uploading and downloading of software and other digital content.	
		Identify legal constraints on online behaviour.	
		Correctly observe guidelines and procedures for the safe use of the Internet.	

Unit Name	Learning outcomes The learner will….	Assessment Criteria The learner can…	Knowledge, Skills and Understanding Required
(J/502/9311) Using a keyboard	Use a keyboard to enter and edit alphanumeric information accurately.	Input information accurately using alphanumeric, punctuation and special character keys as required.	
		Use shift, Ctrl, Alt, num and caps lock, spacebar, tab, and editing keys as appropriate	
		Check the accuracy of information, using the keyboard to edit and make corrections as required.	
	Use a keyboard to access and navigate software applications.	Use keyboard controls to access, open and close software applications.	
		Use navigation keys to move around software applications.	
		Identify how function keys and keyboard short-cuts can be used within a software application to improve efficiency.	

Level 2 units

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
(D/502/4390) IT User Audio Software Level 2	Use audio hardware and software to capture sequences	Identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues	An intermediate user can select and use a wide range of intermediate audio software tools and techniques to record and edit audio sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Audio software tools and techniques will be defined as 'intermediate' because: ➢ the software tools and functions involved will at times be 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 and at times be multi-step; ➢ the user will take some responsibility for inputting, manipulating and outputting the information. Examples of context: Recording pre-planned sound footage using an appropriate device, downloading the footage to a computer, then editing to
		Select and use an appropriate combination of input device and audio software to record sequences	
		Describe the impact file size and file format will have on saving sequences	
		Identify when to use different types of information coding and compression	
		Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	
	Use audio software tools and techniques to combine and edit sequences	Identify the sequences to add, keep and remove	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Select and use appropriate audio software tools to mark-up and edit sequences	create a short audio sequence.
		Organise and combine information for sequences in line with any copyright constraints, including across different software	
		Describe how copyright constraints affect use of own and others' information	
	Play and present audio sequences	Select and use an appropriate combination of audio playback software and display device to suit the file format	
		Identify the settings which could be adjusted to improve the quality of presentations	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Adjust playback and display settings to enhance the quality of the presentation	
(J/502/4397) IT User Bespoke Software Level 2	Input and combine information using bespoke applications	Input relevant information accurately so that it is ready for processing	An intermediate user can select and use a wide range of intermediate bespoke software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Bespoke software tools and techniques will be defined as 'intermediate' because: > the software tools and functions involved will at times be 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 and at times be multi-step; and > the user will take some responsibility
		Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	
		Respond appropriately to data entry error messages	
	Use appropriate structures to organise and retrieve information efficiently	Describe what functions to apply to structure and layout information effectively	
		Select and use appropriate structures and/or layouts to organise information	
		Apply local and/or legal guidelines and conventions for the storage and use of data where available	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Use the functions of the software effectively to process and present information	Select and use appropriate tools and techniques to edit, process and format information	for inputting, manipulating and outputting the information.
		Check information meets needs, using IT tools and making corrections as necessary	
		Select and use appropriate methods to present information	
(D/502/4292) IT User IT Communications Fundamentals Level 2	Select and use a variety of sources of information to meet needs	Select and use appropriate sources of IT-based and other forms of information which match requirements	An intermediate user can select and use a varied range of appropriate IT tools and techniques to find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from others. An activity will typically be 'non-routine or unfamiliar' because: > the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source,
		Describe different features of information	
		Recognise copyright and other constraints on the use of information	
	Access, search for, select and use Internet-based information and evaluate its fitness for purpose	Access, navigate and search Internet sources of information purposefully and effectively	
		Use appropriate search techniques to locate relevant information	
		Use discrimination to select information that matches requirements and is fit for purpose	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Evaluate information to make sure it matches requirements and is fit for purpose	types of content and meaning) before an approach can be planned; > the user will take some responsibility for developing the input or output of information; and > the techniques required will involve a number of steps and at times be non-routine or unfamiliar.
	Select and use IT to communicate and exchange information safely, responsibly and effectively	Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience	
		Use IT tools to manage an address book and schedule activities	
		Manage storage of IT-based communication	
		Describe how to respond to common IT-based communication problems	
		Respond appropriately to common IT-based communication problems	
(J/502/4402) IT User Computerised Accounting Software Level 2	Access, enter and edit accounting information	Describe the sources and characteristics of accounting data	An intermediate user can select and use a wide range of intermediate accounting software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Accounting software tools and techniques will be defined as 'intermediate' because: > the software tools and functions involved will at times be non-routine or
		Set up and create new accounting data records accurately to meet requirements	
		Locate and display accounting data records to meet requirements	
		Check data records meet needs using IT tools, making corrections as necessary	
		Respond appropriately to data entry error messages	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Describe the risks to data security and procedures used for data protection	unfamiliar; > the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements and at times be multi-step; > the user will take some responsibility for inputting, manipulating and outputting the information. Examples of context: Creating and editing customer or supplier records; update budgets, run month end routines; link transactions to internet banking, stock control system or online ordering system
		Apply local and/or legal guidelines for the storage and use of data	
	Select and use tools and techniques to process business transactions	Select and use appropriate tools and techniques to enter and process transactions	
		Review transaction process and identify any errors	
		Respond appropriately to any transactions errors and problems	
		Select and use appropriate tools and techniques to process period end routines	
	Produce accounting documents and summary reports to meet requirements	Describe what information is required and how to present it	
		Prepare and generate accounting documents	
		Prepare and generate management reports as required	
		Import and export data and link to other systems and software	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
(J/502/4559) IT User Data Management Software Level 2	Enter, edit and maintain data records in a data management system	Describe the risks to data security and procedures used for data protection	An intermediate user can select and use intermediate data management software tools and techniques to: > enter information into data management systems that is at times non-routine or unfamiliar; > retrieve information using multiple selection criteria; and > produce customised reports from the system. The data management system tools, functions and techniques will be described as 'intermediate' because: > the software tools and functions involved will at times be non-routine or unfamiliar; and > the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements. Any aspect that is unfamiliar may require support and advice from others.
		Enter data accurately into groups of records to meet requirements	
		Locate and amend data associated with groups of records	
		Check data records meet needs, using IT tools and making corrections as necessary	
		Respond appropriately to data entry and other error messages	
		Apply local and/or legal guidelines for the storage and use of data where available	
	Retrieve and display data records to meet requirements	Identify what queries and reports need to be run to output the required information	
		Select and use queries to search for and retrieve information to meet given requirements	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Create and view reports to output information from the system to meet given requirements	
(T/502/4573) IT User Design Software Level	Obtain, insert and combine information for designs	Describe what designs are needed	: An intermediate user can select and use a range of intermediate design software tools and techniques to produce at times non-routine or unfamiliar designs and images. Any aspect that is unfamiliar may require support and advice from others. Design software tools and techniques will be defined as 'intermediate' because: > the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; > the software tools and functions involved will at times be non-routine or unfamiliar; and > the user will take some responsibility for setting up or developing the type or structure. Examples of context: work flow process maps, drawings or edited photos for a website.
		Obtain, input and prepare designs to meet needs	
		Describe what copyright and other constraints apply to the use of designs	
		Use appropriate techniques to organise and combine information of different types or from different sources	
		Describe the context in which the designs will be used	
		Describe what file format to use for saving designs to suit different presentation methods	
		Store and retrieve files effectively, in line with local guidelines and conventions where available	
	Use design software tools to create, manipulate and edit designs	Identify what technical factors affecting designs need to be taken into account and how to do so	
		Select and use suitable techniques to create designs	
		Use guide lines and dimensioning tools appropriately to enhance precision	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Select and use appropriate tools and techniques to manipulate and edit for designs	
		Check designs meet needs, using IT tools and making corrections as necessary	
		Identify and respond to quality problems with designs to make sure that they meet needs	
(D/502/4566) IT User Using Desktop Publishing Level 2	Select and use appropriate designs and page layouts for publications	Describe what types of information are needed	An intermediate user can select and use a wide range of intermediate desktop publishing software tools and techniques effectively to produce publications that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Publication tools and techniques 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; and > the user will take some responsibility for inputting, structuring, editing and
		Describe how to change page design and layout to increase effectiveness of a publication	
		Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant	
		Select and use appropriate media for the publication	
	Input and combine text and other information within publications	Find and input information into a publication so that it is ready for editing and formatting	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software	presenting the information, which at times may be non-routine or unfamiliar. Examples of context: Typical documents may include – a newsletter or e-bulletin, illustrated brochure, price list.
		Describe how copyright constraints affect use of own and others' information	
		Describe which file format to use for saving designs and images	
		Store and retrieve publication files effectively, in line with local guidelines and conventions where available	
	Use desktop publishing software techniques to edit and format publications	Identify what editing and formatting to use for the publication	
		Select and use appropriate techniques to edit publications and format text	
		Manipulate images and graphic elements accurately	
		Control text flow within single and multiple columns and pages	
		Check publications meet needs, using IT tools and making corrections as necessary	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Identify and respond to quality problems with publications to make sure they meet needs	
(A/502/4610) IT User Drawing and Planning Software Level 2	Input, organise and combine information for drawings or plans	Identify what types of shapes and other elements will be needed	An intermediate user can select and use intermediate tools and techniques to produce drawings and plans that are at times multi-step or non-routine. Any aspects that are unfamiliar may require support and advice. 2D drawing and planning software tools and techniques 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; and > the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar. Examples of context: A mind map of pages for a company website; a company
		Review templates and describe how they need to be changed to meet needs	
		Select, input and use the appropriate shapes to meet needs, including importing shapes from other sources	
		Select, adapt and use appropriate templates or blank documents	
		Identify what copyright constraints apply to the use of shapes or other elements	
		Combine information for drawings or plans including importing information produced using other software	
		Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	
	Use tools and techniques to edit, manipulate, format and present drawings or plans	Identify what drafting guides to use so that the shapes and other elements are appropriately prepared	
		Select and use appropriate software tools to manipulate and edit shapes and other elements with precision	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes	organisation chart or a flow chart to illustrate a business process.
		Check drawings or plans meet needs, using IT tools and making corrections as necessary	
		Identify and respond to any quality problems with drawings or plans to make sure they meet needs	
		Select and use appropriate presentation methods and accepted page layouts	
(L/502/4613) IT User Imaging Software Level 2	Obtain, insert and combine information for images	Describe what images are needed	An intermediate user can select and use a range of intermediate imaging software tools and techniques to produce at times non-routine or unfamiliar designs and mages. Any aspect that is unfamiliar may require support and advice from others. Imaging software tools and techniques will be defined as 'intermediate' because: > the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; > the software tools and functions involved will at times be non-routine or
		Obtain, input and prepare images to meet needs	
		Describe what copyright and other constraints apply to the use of images	
		Use appropriate techniques to organise and combine information of different types or from different sources	
		Describe the context in which the images will be used	
		Describe what file format to use for saving images to suit different presentation methods	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Store and retrieve files effectively, in line with local guidelines and conventions where available	unfamiliar; and > the user will take some responsibility for setting up or developing the type or structure. Examples of context: work flow process maps, drawings or edited photos for a website.
	Use imaging software tools to create, manipulate and edit images	Identify what technical factors affecting images need to be taken into account and how to do so	
		Select and use suitable techniques to create images	
		Use guide lines and dimensioning tools appropriately to enhance precision	
		Select and use appropriate tools and techniques to manipulate and edit for images	
		Check images meet needs, using IT tools and making corrections as necessary	
		Identify and respond to quality problems with images to make sure that they meet needs	
(J/502/4156) IT User Improving Productivity using IT Unit Level 2	Plan, select and use appropriate IT systems and software for different purposes	Describe the purpose for using IT	An intermediate user can plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, they will be able to devise solutions to use IT tools to improve productivity. Any aspect that is unfamiliar will require support and advice from other people.
		Describe the methods, skills and resources required to complete the task successfully	
		Plan how to carry out tasks using IT to achieve the required purpose and outcome	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Describe any factors that may affect the task	An activity will typically be 'non-routine or unfamiliar' because: > the task or context is likely to require some preparation, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned; and > the techniques required will involve a number of steps and at times be non-routine or unfamiliar.
		Select and use IT systems and software applications to complete planned tasks and produce effective outcomes	
		Describe how the purpose and outcomes have been met by the chosen IT systems and software applications	
		Describe any legal or local guidelines or constraints that may apply to the task or activity	
	Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	Review ongoing use of IT tools and techniques and change the approach as needed	
		Describe whether the IT tools selected were appropriate for the task and purpose	
		Assess strengths and weaknesses of final work	
		Describe ways to make further improvements to work	
		Review outcomes to make sure they match requirements and are fit for purpose	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Develop and test solutions to improve the ongoing use of IT tools and systems	Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency	
		Describe ways to improve productivity and efficiency	
		Develop solutions to improve own productivity in using IT	
		Test solutions to ensure that they work as intended	
(D/502/4616) IT User Multimedia Software Level 2	Plan the content and organisation of multimedia products to meet needs	Describe the type of multimedia outcome needed and the specification that it must meet	An intermediate user can select and use a wide range of intermediate multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar. Publication tools and techniques 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; and
		Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products	
		Identify how the different elements of the content will be sourced and how they will relate in the design layout	
		Plan the use of interactive features and transitions to meet needs	
		Describe how copyright and other constraints affect use of own and others' information	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Obtain, input and combine content to build multimedia outcomes	Select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes	> the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.
		Combine information of different types or from different sources for multimedia outcomes	
		Describe the file format and storage media to use	
		Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	
	Use multimedia software tools to edit and format multimedia content to meet requirements	Select and use appropriate techniques to edit and format multimedia outcomes	
		Manipulate images and graphic elements accurately	
		Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	
		Adjust outcomes in response to any identified quality problems	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Play and present multimedia outcomes	Described what combination of display device and software to use for displaying different multimedia file formats	
		Select and use appropriate software for displaying multimedia outcomes	
		Select and use appropriate navigation techniques and playback controls to suit the files	
		Adjust the display settings of the software and display device to present outcomes effectively	
(H/502/4245) IT User Optimise IT System Performance Level 2	Keep computer hardware and software operating efficiently	Describe the main features and functions of the computer operating system	An intermediate user can carry out appropriate procedures to optimise system performance and can solve problems and errors on most types of hardware and software using skills and experience. Examples of context: Using ‘defrag’ to improve disk performance. Errors might include: software that needs more memory to open or recovery from damage from viruses.
		Take appropriate steps to protect computer hardware from loss or damage	
		Configure anti-virus and other security software	
		Install and configure printers and other peripheral devices	
		Configure network settings for mobile and remote computing	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Configure a computer to present or display information to an audience	
	Manage files and disks to optimise performance	Use file navigation software to organise files into an appropriate folder structure	
		Backup and restore files and folders	
		Describe why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance	
		Manage file and disk housekeeping so that information is secure and easy to find	
		Share files and folders with other users	
		Distinguish between data and system file types	
	Troubleshoot and respond to common IT system problems and errors	Describe common IT system problems and what causes them	
		Describe and record IT system problems to enable effective support	
		Describe when to try to solve a problem independently, and when to get expert advice	
		Troubleshoot and respond to the IT systems appropriately	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Check that errors and problems have been resolved satisfactory	
	Customise the working environment to optimise performance	Describe methods that can be used to optimise system performance	
		Select and adjust system settings to optimise performance as appropriate	
		Configure the automatic start of programmes and other graphical display options	
	Maintain software to meet performance needs	Describe when and how to upgrade software	
		Use appropriate techniques to maintain software	
		Locate and install driver files for different devices	
(L/502/4370) IT User Personal Information Management Software Level 2	Use calendars to schedule appointments and meetings	Create, edit and delete multiple calendar entries	The intermediate user can use a range of personal information management tools and techniques to organise and prioritise their own time and manage multiple tasks and calendars Example of context: Make one shared calendar for each sports team or club, and a separate calendar for private
		Arrange recurring appointments	
		Invite others to meetings and monitor attendance	
		Respond to meeting requests from others	
		Create reminders for calendar appointments and events	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Locate, organise and display appointments and events as required	events; allow various levels of permissions for other users of personal calendars and tasks.
		Import and export calendar data	
		Describe how to share calendars with other users	
	Use a task list to prioritise activities	Create, edit and delete task information	
		Organise and display tasks, setting targets for completion	
		Monitor task progress and set reminders	
		Report on task status and activity	
		Use software features to work collaboratively on tasks with other users	
	Use an address book to store, organise and retrieve contact information	Create, update and delete contact information	
		Locate, organise and display contact information efficiently	
		Create additional contact lists to separate work and leisure contacts	
		Select and export contact details for use in other applications	
		Create and modify a distribution list	
		Share contact information with others responsibly	
		Explain why it is important to use personal data responsibly and safely	
		Describe why and how to keep contact information up to date	
M/502/4622 IT User	Input and combine text and other information	Identify what types of information are required for the presentation	An intermediate user can select and use a

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
Presentation Software Level 2	within presentation slides	Enter text and other information using layouts appropriate to type of information	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 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; and > the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar. Examples of context: A slide show with animations, transitions, video, sound or linked to an external or web based data source
		Insert charts and tables into presentation slides	
		Insert images, video or sound to enhance the presentation	
		Identify any constraints which may affect the presentation	
		Organise and combine information of different forms or from different sources for presentations	
		Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	
	Use presentation software tools to structure, edit and format slide sequences	Identify what slide structure and themes to use	
		Select, change and use appropriate templates for slides	
		Select and use appropriate techniques to format slides and presentations	
		Identify what presentation effects to use to enhance the presentation	
		Select and use appropriate techniques to edit slides and presentations to meet needs	
		Select and use animation and transition effects appropriately to enhance slide sequences	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Prepare slideshow for presentation	Describe how to present slides to meet needs and communicate effectively	
		Prepare slideshow for presentation	
		Check presentation meets needs, using IT tools and making corrections as necessary	
		Identify and respond to any quality problems with presentations to ensure that presentations meet needs	
(M/502/4619) IT User Project Management Software Level 2	Create and define a project	Identify the critical information about the project that must be included	An intermediate user can select and use a wide range of intermediate project management software tools and techniques to input and edit information that is at times non-routine or unfamiliar in order to support the planning and management of projects. Project management tools and techniques will be described as 'intermediate' because: > the software tools and functions used will be at times non-routine; > the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and > the user will take some responsibility for inputting, structuring, editing and
		Create, store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable	
		Define the project file properties and project options	
	Enter and edit information about project tasks and resources	Identify the critical tasks and milestones to be completed	
		Enter and edit information about project tasks	
		Identify any deadlines and constraints which apply to the project	
		Identify issues of resource availability and utilisation	
		Create and apply a task calendar for scheduling tasks	
		Enter and edit information about resources for use in the project	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Adjust templates for project information	presenting the information, which at times may be non-routine or unfamiliar. Examples of context: Producing progress reports and updating schedules; Produce a simple project and create a Gantt chart view with tasks, durations, dependencies, resources and names
		Set up and edit dependencies between tasks	
	Update information about project progress	Describe the methods to update and report information about project progress	
		Use editing and formatting techniques to update project elements	
		Update task status in line with progress	
		Update information about resources as required	
		Compare actual progress with project baseline and reschedule uncompleted tasks	
		Identify any risks and issues that may have an impact on the project	
	Select and use appropriate tools and techniques to display and report on project status	Select and create project reports to meet needs	
		Use filtering and formatting techniques to display project information to meet needs	
		Share project information with other applications	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
(Y/502/4257) IT User IT Security for Users Level 2	Select and use appropriate methods to minimise security risk to IT systems and data	Describe the security issues that may threaten system performance	An intermediate user can avoid common security risks and control access to software and data; and use a wider range of methods to protect software and data (e.g. from exchanging information by e-mail or when downloading software from the Internet). Examples of context: Run anti-virus software to scan system and maintain security log. Home user ensuring their PC is protected by firewall and runs up-to-date anti-virus software routinely.
		Apply a range of security precautions to protect IT systems and data	
		Describe the threats to system and information security and integrity	
		Keep information secure and manage personal access to information sources securely	
		Describe ways to protect hardware, software and data and minimise security risk	
		Apply guidelines and procedures for the secure use of IT	
		Describe why it is important to backup data and how to do so securely	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Select and use effective backup procedures for systems and data	
(L/502/4210) IT User Set Up an IT System Level 2	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	Describe what IT system components, storage and peripheral devices are needed	The intermediate user can select and connect up an IT system with a range of hardware, removable storage media and a communication service safely and run more advanced tests to check it is working successfully. Examples of context: Re-assemble personal computer after moving house/office; transferring personal files to a new PC; setting up and testing a home wireless network
		Describe any health and safety issues associated with setting up an IT system	
		Describe the characteristics of IT systems that affect performance	
		Select and connect up the components of an IT system safely, including any peripheral devices and storage media	
	Select and connect an IT system to a communication service to meet needs	Select and connect communication hardware safely to an IT system	
		Describe the factors that affect data transfer	
		Select and connect to a communication service from an IT system	
		Identify the login and password details needed to connect to an Internet Service Provider (ISP)	
	Install and configure software for use	Configure the user interface to meet needs	
		Describe what security precautions need to be addressed	
		Set up and configure virus protection software	
		Install and set up application software to meet needs	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Backup and restore system and data files	
	Check that the IT system and communication service are working successfully	Identify what tests can be used to check the IT system and communications	
		Select and run suitable tests to make sure that the system and communication service are working successfully	
		Identify the help and troubleshooting facilities available to solve problems	
		Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action	
(R/502/4385) IT User IT Software Fundamentals Level 2	Select and use appropriate software applications to meet needs and solve problems	Describe what types of information are needed	An intermediate user can select and use IT tools to develop and produce information independently for activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from other people. An activity will typically be 'non-routine or unfamiliar' because: > the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content,
		Select and use software applications to develop, produce and present different types of information to meet needs and solve problems	
	Enter, develop, combine and format different types of information to suit its meaning and purpose	Enter, organise, refine and format different types of information, applying editing techniques to meet needs	
		Use appropriate techniques to combine image and text components	
		Combine information of different forms or from different sources	
		Select and use appropriate page layout to present information effectively	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Present information in ways that are fit for purpose and audience	Work accurately and proof-read, using software facilities where appropriate	message and meaning) before an approach can be planned; > the user will take some responsibility for developing the input or output of information; and > the techniques required will involve a number of steps and at times be non-routine or unfamiliar. Examples of context: producing a business letter, creating a presentation with a sound track, working out a monthly budget and tracking spending against it, editing and searching customer records, editing a photo for a brochure or developing a multiple page website. An intermediate user can select and use a wide range of intermediate specialist software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Specialist software tools and techniques will be defined as 'intermediate' because: > the software tools and functions
		Identify inconsistencies or quality issues with the presentation of information	
		Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate	
	Evaluate the selection and use of IT tools and facilities to present information	Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements	
		Review the effectiveness of the IT tools selected to meet needs in order to improve future work	
(R/502/4399) IT User Specialist Software Level 2	Input and combine information using specialist applications	Input relevant information accurately so that it is ready for processing	
		Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	
		Respond appropriately to data entry error messages	
	Use appropriate structures to organise and retrieve information efficiently	Describe what functions to apply to structure and layout information effectively	
		Select and use appropriate structures and/or layouts to organise information	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Apply local and/or legal guidelines and conventions for the storage and use of data where available	involved will at times be 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 and at times be multi-step; and > the user will take some responsibility for inputting, manipulating and outputting the information
	Use the functions of the software effectively to process and present information	Select and use appropriate tools and techniques to edit, process and format information	
		Check information meets needs, using IT tools and making corrections as necessary	
		Select and use appropriate methods to present information	
F/502/4625 IT User Spreadsheet Software Level 2	Use a spreadsheet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed in the spreadsheet and how it should be structured	An intermediate user can 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 defined 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
		Enter and edit numerical and other data accurately	
		Combine and link data across worksheets	
		Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	
	Select and use appropriate formulas and data analysis tools to meet requirements	Indentify which tools and techniques to use to analyse and manipulate data to meet requirements	
		Select and use a range of appropriate functions and formulas to meet calculation requirements	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Use a range of tools and techniques to analyse and manipulate data to meet requirements	needed 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. Examples of context: Typical examples may include – monthly expenditure and sales figures, budgets, cash flow forecasts and graphs of results.
	Select and use tools and techniques to present and format spreadsheet information	Plan how to present and format spreadsheet information effectively to meet needs	
		Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets	
		Select and format appropriate chart or graph type to display selected information	
		Select and use appropriate page layout to present and print spreadsheet information	
		Check information meets needs, using spreadsheet tools and making corrections as necessary	
		Describe how to find errors in spreadsheet formulas	
		Respond appropriately to any problems with spreadsheets	
(L/502/4207) IT User IT User Fundamentals Level 2	Use IT systems to meet a variety of needs	Use correct procedures to start and shutdown an IT system	An intermediate user can 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.
		Select and use interface features effectively to interact with IT systems	
		Select and adjust system settings as appropriate to needs	
		Select and use a communication service to access the Internet	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Use appropriate terminology when describing IT systems	An activity will typically be 'non-routine or unfamiliar' because:
	Manage information storage and retrieval appropriately	Manage files and folders to enable efficient information retrieval	
		Indentify when and why to use different types of storage media	
		Organise and store information, using general and local conventions where appropriate	
	Follow and understand the need for safety and security practices	Work safely and take steps to minimise physical stress	
		Describe the danger of computer viruses, and how to minimise risk	
		Keep information secure	
		Explain why it is important to stay safe and to respect others when using IT-based communication	
		Follow relevant guidelines and procedures for the safe and secure use of IT	
(F/502/4379) IT User Using Collaborative Technologies Level 2	Stay safe and secure when working with collaborative technology	Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines	The intermediate user can facilitate the use of appropriate combinations of IT tool and devices for groups to work collaboratively by: > planning and selecting the IT tools and devices to be used for work purposes and tasks;
		Explain what risks there may be in using collaborative technology and how to keep them to a minimum	
		Use appropriate methods to promote trust when working collaboratively	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Carry out appropriate checks on others' online identities and different types of information	> preparing and setting up access to collaborative technologies; > presenting information and facilitating others contributions; and > moderating the use of collaborative technologies. Any aspect that is unfamiliar may require support and advice from others. Examples of context: Typical collaborative activities may include – setting up a group on a social networking site for a work team; inviting people to join an online conference or chat session, then chairing and closing it afterwards.
		Identify and respond to inappropriate content and behaviour	
	Plan and set up IT tools and devices for collaborative working	Describe the purposes for using collaborative technologies	
		Describe what outcomes are needed from collaborative working and whether or not archiving is required	
		Describe the roles, IT tools and facilities needed for collaborative tasks and communication media	
		Describe the features, benefits and limitations of different collaborative technology tools and devices	
		Describe the compatibility issues in different combinations of collaborative tools and devices	
		Select an appropriate combination of IT tools and devices to carry out collaborative tasks	
		Connect and configure the combination of IT tools and devices needed for a collaborative task	
	Prepare collaborative technologies for use	Describe what access rights and issues others may have in using collaborative technologies	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Assess what permissions are needed for different users and content	
		Set up and use access rights to enable others to access information	
		Set up and use permissions to filter information	
		Adjust settings so that others can access IT tools and devices for collaborative working	
		Select and use different elements to control environments for collaborative technologies	
		Select and join networks and data feeds to manage data to suit collaborative tasks	
	Contribute to tasks using collaborative technologies	Describe rules of engagement for using collaborative technologies	
		Enable others to contribute responsibly to collaborative tasks	
		Present relevant and valuable information	
		Moderate the use of collaborative technologies	
		Archive the outcome of collaborative working	
		Assess when there is a problem with collaborative technologies and when to get expert help	
		Respond to problems with collaborative technologies	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
(M/502/4300) IT User Using Email Level 2	Use e-mail software tools and techniques to compose and send messages	Select and use software tools to compose and format email messages, including attachments	An intermediate user can understand and make effective use of a range of intermediate e-mail software tools to send, receive and store messages for at times non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others. E-mail tools and techniques will be defined as 'intermediate' because: > the software tools and functions will be at times non-routine or unfamiliar; and > the techniques required will involve a number of steps and at times be non-routine or unfamiliar. An activity will typically be 'non-routine or unfamiliar' because: > the task or context is likely to require some analysis, clarification or research (to separate the components and to
		Determine the message size and how it can be reduced	
		Send email messages to individuals and groups	
		Describe how to stay safe and respect others when using emails	
		Use an address book to organise contact information	
	Manage incoming e-mail effectively	Follow guidelines and procedures for using e-mail	
		Read and respond to e-mail messages appropriately	
		Use email software tools and techniques to automate responses	
		Describe how to archive e-mail messages, including attachments	
		Organise, store and archive e-mail messages effectively	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Respond appropriately to e-mail problems	identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and > the user will take some responsibility for developing the input or output of information. Examples of context: Adding a signature to emails; changing settings to deal with junk mail effectively
(K/502/4375) IT User Using Mobile IT Devices Level 2	Set up and customise the mobile device to meet needs	Describe the purpose of the different features and drawbacks of the mobile device Describe different methods that can be used to access mobile networks Prepare, set up and configure the mobile device for use Select, use and customise interface features and settings to meet needs and improve efficiency Describe any specific health and safety issues associated with the use of mobile devices Apply guidelines and procedures for the use of mobile devices	An intermediate user can understand and make effective use of mobile or handheld devices and use intermediate tools and techniques to exchange information between devices on a regular basis for activities. Any aspect that is unfamiliar may require support and advice from others. The use of mobile technologies will be defined as ‘intermediate’ because: > the tools and software used will be additional to the tools and software pre-loaded onto the device and at times the

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
	Select and use applications and files on the mobile device	Select and use applications and files on the mobile device for an appropriate purpose	techniques for use will be non-routine or unfamiliar; and > the techniques used for sharing information and files between devices will involve a number of steps and at times be non-routine or unfamiliar. An activity will typically be 'non-routine or unfamiliar' because: ➢ the task or context using mobile technologies is likely to require several steps and some consideration and planning before undertaking the task Examples of context: Using a PDA to support regular file-sharing requirements for day to day functions at work or to regularly maintain a web space with content captured on a mobile phone. Producing voice commands for regular tasks on the mobile phone, transferring reader software for e-books or pdf documents to the mobile phone, capturing a photo and sending it to a friend's laptop via Bluetooth. Sending SMS messages with a photo or file attachment
		Define file formats appropriate for mobile devices	
		Use software or tools to prepare or convert files to an appropriate format for mobile devices	
		Input data accurately into a mobile device	
		Organise, store and retrieve data efficiently on a mobile device	
	Use tools and techniques to transfer data to and from mobile devices	Describe different types of secure connection methods that can be used between devices	
		Describe software requirements and techniques to connect and synchronise devices	
		Transfer information to and from mobile devices using secure connection procedures	
		Synchronise mobile device data with source data	
		Recognise copyright and other constraints on the use and transfer of information	
		Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Keep information secure when using a mobile device	
	Optimise the performance of mobile devices	Describe the factors that can affect performance of the mobile device and how to make improvements	
		Use appropriate techniques to optimise the performance of the mobile device	
		Describe problems that may occur with mobile devices and what causes them	
		Use an appropriate fault-finding procedure to identify and solve problems with the mobile device	
		Describe when to try to solve a problem and where to get expert advice	
(A/502/4297) IT User Using the Internet Level 2	Connect to the Internet	Identify different types of connection methods that can be used to access the Internet	An intermediate user can understand and make effective use of a connection method and intermediate Internet software tools and techniques to search for and exchange information for at times non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others. Internet tools and techniques will be defined as 'intermediate' because: > the software tools and functions will be at times non-routine or unfamiliar; and > the range of techniques used for
		Identify the benefits and drawbacks of the connection method used	
		Get online with an Internet connection	
		Use help facilities to solve Internet connection problems	
	Use browser software to navigate web pages effectively	Select and use browser tools to navigate web pages	
		Identify when to change settings to aid navigation	
		Adjust browser settings to optimise performance and meet needs	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Identify ways to improve the performance of a browser	searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar. An activity will typically be 'non-routine or unfamiliar' because: > the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and > the user will take some responsibility for the selecting how to search for and exchange the information.
	Use browser tools to search for information from the Internet	Select and use appropriate search techniques to locate information efficiently	
		Describe how well information meets requirements	
		Manage and use references to make it easier to find information another time	
		Download, organise and store different types of information from the internet	
	Use browser software to communicate information online	Identify opportunities to create, post or publish material to websites	
		Select and use appropriate tools and techniques to communicate information online	
		Use browser tools to share information sources with others	
		Submit information online	
(M/502/4393) IT User Video Software Level 2	Use video hardware and software to capture sequences	Identify the combination of input device and video software to use to capture information, to avoid any compatibility issues	An intermediate user can select and use a wide range of intermediate video software tools and techniques to record and edit video sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require
		Select and use an appropriate combination of input device and video software to record sequences	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Describe the impact file size and file format will have on saving sequences	support and advice from others. Video software tools and techniques will be defined as 'intermediate' because: ➢ the software tools and functions involved will at times be 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 and at times be multi-step; ➢ the user will take some responsibility for inputting, manipulating and outputting the information. Examples of context: Recording pre-planned video on a video camera, downloading the footage to a computer, then editing to create a short sequence.
		Identify when to use different types of information coding and compression	
		Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	
	Use video software tools and techniques to combine and edit sequences	Identify the sequences to add, keep and remove	
		Select and use appropriate video software tools to mark-up and edit sequences	
		Organise and combine information for sequences in line with any copyright constraints, including across different software	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Describe how copyright constraints affect use of own and others' information	
	Play and present video sequences	Describe the features and constraints of playback software and display devices	
		Select and use an appropriate combination of video playback software and display device to suit the file format	
		Identify the settings which could be adjusted to improve the quality of presentations	
		Adjust playback and display settings to enhance the quality of the presentation	
R/502/4628 IT User Word Processing Software Level 2	Enter and combine text and other information accurately within word processing documents	Identify what types of information are needed in documents	An intermediate user can 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
		Use appropriate techniques to enter text and other information accurately and efficiently	
		Select and use appropriate templates for different purposes	
		Identify when and how to combine and merge information from other software or other documents	
		Select and use a range of editing tools to amend document content	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can…	Knowledge, skills and understanding required
		Combine or merge information within a document from a range of sources	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. Examples of context: Typical documents may include – business letters and invoices with automated content (e.g. AutoText, mail merge), more complex reports and content for web pages.
		Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	
	Create and modify layout and structures for word process documents	Identify the document requirements for structure and style	
		Identify what templates and styles are available and when to use them	
		Create and modify columns, tables and forms to organise information	
		Select and apply styles to text	
	Use word processing software tools to format and present documents effectively to meet requirements	Identify how the document should be formatted to aid meaning	
		Select and use appropriate techniques to format characters and paragraphs	
		Select and use appropriate page and section layouts to present and print documents	
		Describe and quality problems with documents	
		Check documents meet needs, using IT tools and making corrections as necessary	
		Respond appropriately to quality problems with documents so that outcomes meet needs	

Level 3 units

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
(H/502/4391) IT User Audio Software Level 3	Use audio hardware and software to capture sequences	Determine the content needed for sequences, and when to originate it	An advanced user can select and use a range of advanced audio software tools and techniques to record and edit complex or non-routine audio sequences. Audio software tools and techniques will be defined as 'advanced' because: > the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, manipulating and outputting the information.
		Explain any compatibility issues between combinations of input device and audio software	
		Select and use an appropriate combination of input device and audio software to optimise the recording of information	
		Select and use an appropriate combination of hardware and software to originate and develop new content for sequences	
		Analyse and explain the impact file size and file format will have, including when to use information coding and compression	
		Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	
	Use audio software tools and techniques to edit sequences	Select and use appropriate audio software tools and techniques to mark-up and edit sequences to achieve required effect	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Provide guidance on how copyright constraints affect use of own and others' information	
		Organise, combine and link information for sequences in line with any copyright constraints, including across different software	
	Play and present audio sequences	Explain the features and constraints of playback software and devices as appropriate for different purposes	
		Select and use an appropriate combination of audio playback software and devices to suit the file format	
		Present sequences effectively by exploiting the features and settings of the playback software and devices to maximise quality and meet needs	
		Evaluate the quality of sequences and explain how to respond to quality issues and problems	
(J/502/4397) IT User Bespoke Software Level 3	Input and combine information using bespoke software	Input relevant information accurately so that it is ready for processing	An advanced user can select and use a range of advanced bespoke software tools and techniques for complex or non-routine information. Bespoke software tools and techniques
		Select and use appropriate techniques to link and combine information within the application and across different software applications	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Create and modify appropriate structures to organise and retrieve information efficiently	Evaluate the use of software functions to structure, layout and style information	will be defined as 'advanced' because: > the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, manipulating and outputting the information
		Create, change and use appropriate structures and/or layouts to organise information efficiently	
		Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available	
	Exploit the functions of the software effectively to process and present information	Select and use appropriate tools and techniques to edit, analyse and format information	
		Check information meets needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	
		Select and use presentation methods to aid clarity and meaning	
(L/502/4403) IT User Computerised Accounting software Level 3	Access, enter and edit accounting information	Set up procedures for entry of accounting data accurately into records to meet requirements	An advanced user can select and use a range of advanced accounting software tools and techniques for complex or non-routine information. Accounting software tools and techniques will be defined as 'advanced' because:
		Explain how to code new entries	
		Locate and display accounting data records to meet requirements	
		Check data records meet needs using IT tools, making corrections as necessary	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Explain the risks to data security and procedures used for data protection	> the software tools and functions used will be complex, and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, manipulating and outputting the information and support the work of others
		Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available	
		Interpret and respond appropriately to a range of data and application error messages	
	Process business transactions from source documents	Select and connect communication hardware safely to an IT system	
		Use software tools to monitor accounts	
		Respond appropriately to any transaction errors and problems	
		Process period and year end routines	
	Develop and interpret management information reports	Explain what information is required and how to present it	
		Generate and interpret management reports as required	
		Customise and format accounting documents and reports according to requirements	
		Import and export data and link to other systems	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Set up a computerised accounting system ready for use	Install and update accounting software as require	
		Configure accounting software for use	
		Set up package parameters	
		Set up initial account balances	
(A/502/4560) IT User Data management software Level 3	Enter, edit and maintain data records in a data management system	Discuss when and how to change or create a new data entry form	An advanced user can select and use advanced data management software tools and techniques efficiently to: > enter complex information; > retrieve information using complex selection criteria; > produce customised reports from the system; and > set up menus or short cuts. The data management system tools, functions and techniques will be described as 'advanced' because: > the software tools and functions involved will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and > the input, manipulation and output techniques involved will be complex, which will involve research, identification
		Enter data accurately into records to meet requirements	
		Configure characteristics of groups of records	
		Discuss and explain how to locate and amend data records	
		Check data records meet needs, using IT tools and making corrections as necessary	
		Interpret and respond appropriately to a range of data and application error messages	
		Evaluate and explain the risks to data security and procedures used for data protection	
		Manage data files effectively, in line with local and/or legal guidelines for the storage and use of data where available	
	Retrieve and display data records to meet requirements	Determine and explain what queries and reports need to be run to output the required information	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Create and use queries to search for and retrieve information from the system	and application
		Create, define and set up reports to output information to meet requirements	
		Use the file handling techniques of the software to import and export data	
		Use available techniques to combine and link data	
T/502/4556 IT User Database Software Level 3	Plan, create and modify relational database tables to meet requirements	Explain how a rational database design enables data to be organised and queried	An advanced user can select and use advanced database software tools and techniques efficiently to: > enter complex information into databases; > retrieve information by creating queries using multiple selection criteria; and > produce reports by setting up menus or short cuts. They will also be able to design, create and interrogate multiple-table relational databases. Database tools, functions and techniques will be described as ‘advanced’ because: > the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool
		Plan and create multiple tables for data entry with appropriate fields and properties	
		Set up and modify relationships between database tables	
		Explain why and how to maintain data integrity	
		Respond appropriately to problems with database tables	
		Use database tools and techniques to ensure data integrity in maintained	
	Enter, edit and organise structured information in a database	Design and create forms to access, enter, edit and organise data in a database	
		Select and use appropriate tools and techniques to format data entry forms	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Check data entry meets needs, using IT tools and making corrections as necessary	or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and > the input, manipulation and output techniques involved will be complex, which will involve research, identification and application. Examples of context: Typical 'more complex' reports from multiple-table relational databases may be about – customers' buying methods, order frequency and payment patterns.
		Respond appropriately to data entry errors	
	Use database software tools to create, edit and run data queries and produce reports	Explain how to select, generate and output information from queries according to requirements	
		Create and run database queries to display, amend or calculate selected data	
		Plan and produce database reports from a multiple-table relational database	
		Select and use appropriate tools and techniques to format database reports	
		Check reports meet needs, using IT tools and making corrections as necessary.	
(A/502/4574) IT User Design Software Level 3	Obtain, insert and combine information for designs	Explain what designs are needed	An advanced user can select and use a wide range of advanced design and imaging software tools and techniques to complex and non-routine designs and images. Design and imaging software tools and techniques will be defined as 'advanced' because: > the software tools and functions used will be complex and at times require new
		Explain how the context affects the way designs should be prepared	
		Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' designs	
		Obtain, insert and prepare designs	
		Explain how file format affects design quality, format and size and how to choose appropriate formats for saving designs	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Use appropriate techniques to organise and combine information of different types or from different sources	learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and presenting the information
		Store and retrieve files effectively, in line with guidelines and conventions where available	
	Use design software tools to create, manipulate and edit designs	Explain what technical factors affecting designs needs to be taken into account and how to do so	
		Select and use suitable tools and techniques efficiently to create designs	
		Use guide lines and dimensioning tools appropriately to enhance precision	
		Select and use appropriate tools and techniques to manipulate and edit designs	
		Check designs meet needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	
(H/502/4567) IT User	Select and use appropriate designs and	Explain what types of information are needed	An advanced user can select and use a

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
Desktop Publishing Software Level 3	page layouts for publications	Explain when and how to change page design and layout to increase effectiveness of a publication	wide range of advanced desktop publishing software tools and techniques effectively to produce publications that are at times non-routine or unfamiliar. Publication tools and techniques will be described as 'advanced' because: > the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and presenting the information.
		Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant	
		Select and use appropriate media for the publication	
	Input and combine text and other information within publications	Find and input information into a publication so that it is ready for editing and formatting	
		Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software	
		Provide guidance on how copyright constraints affect use of own and others' information	
		Explain which file format to use for saving designs and images	
		Store and retrieve publication files effectively, in line with local guidelines and conventions where available	
	Use desktop publishing software techniques to edit and format	Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	publications	Create styles, colours and font schemes to meet needs	
		Select and use appropriate techniques to edit publications and format text	
		Manipulate images and graphic elements accurately	
		Control text flow within single and multiple columns and pages	
		Check publications meet needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs	
(F/502/4611) IT User Drawing and Planning Software Level 3	Input, organise and combine information for drawings or plans	Identify what types of shapes and other elements will be needed	An advanced user can select and use advanced tools and techniques to produce complex and non-routine drawings and plans. 2D drawing and planning software tools and techniques will be described as 'advanced' because: > the software tools and functions used
		Evaluate templates and explain why and how they need to be changed to meet needs	
		Select, adapt, create and use the appropriate shapes to meet needs, including shapes imported from other sources	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Select, adapt, define and create appropriate templates and styles to meet needs	will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and presenting the information
		Provide guidance on what copyright constraints apply to the use of own and others' shapes or other elements	
		Combine information for drawings or plans including exporting outcomes to other software	
		Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	
	Use tools and techniques to edit, manipulate, format and present drawings or plans	Explain what drafting guides to use so that the shapes and other elements are appropriately prepared	
		Select and use appropriate software tools to manipulate and edit shapes and other elements with precision	
		Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes	
		Check drawings or plans meet needs, using IT tools and making corrections as necessary	
		Identify and respond to quality problems with drawings or plans to make sure they are fit for purpose and meet needs	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Explain what context the drawings and plans will be used in and how this will effect how they are presented	
		Select and use appropriate presentation methods and accepted page layouts	
(R/502/4614) IT User Imaging Software Level 3	Obtain, insert and combine information for images	Explain what images are needed	An advanced user can select and use a wide range of advanced imaging software tools and techniques to complex and non-routine images and images. Imaging software tools and techniques will be defined as 'advanced' because: > the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and
		Explain how the context affects the way images should be prepared	
		Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images	
		Obtain, insert and prepare images	
		Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images	
		Use appropriate techniques to organise and combine information of different types or from different sources	
		Store and retrieve files effectively, in line with guidelines and conventions where available	
	Use image software tools to create, manipulate and edit images	Explain what technical factors affecting images needs to be taken into account and how to do so	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Select and use suitable tools and techniques efficiently to create images	presenting the information
		Use guide lines and dimensioning tools appropriately to enhance precision	
		Select and use appropriate tools and techniques to manipulate and edit images	
		Check images meet needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	
(L/502/4157) IT User Improving Productivity using IT Level 3	Plan, select and use appropriate IT systems and software for different purposes	Explain the purpose for using IT	An advanced user can plan and review their use of predefined or commonly used IT tools for activities most of which are complex and non-routine. As a result of reviewing their work, they will be able to devise solutions in the use of IT tools in order to improve productivity. They will take considerable responsibility and autonomy, and be prepared to offer support and advice to others. An activity will typically be 'complex and non-routine' because: > the task or context is likely to require research, analysis and interpretation; > the work may be undertaken by others; and
		Analyse the methods, skills and resources required to complete the task successfully	
		Analyse any factors that may affect the task	
		Critically compare alternative methods to produce the intended outcome	
		Develop plans for using IT for different tasks and purposes, including contingencies	
		Select and use appropriate IT systems and software applications to produce effective outcomes	
		Explain why different software applications could be chosen to suit different tasks, purposes and outcomes	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Explain any legal or local guidelines or constraints which apply to the task or activity	> the techniques required will be complex, and the selection process may involve analysis, research, identification and application
	Evaluate the selection and use of IT tools to make sure that activities are successful	Critically compare the strengths and weaknesses of own and other people's final	
		Review ongoing use of IT tools and techniques and change the approach as needed	
		Evaluate and test solutions to make sure they match requirements and are fit for purpose	
		Be prepared to give feedback on other people's selection and use of IT tools	
		Explain different ways to make further improvements to work	
	Devise solutions to improve the use of IT tools and systems for self and others	Evaluate the productivity and efficiency of IT systems and procedures used by self and others	
		Research and advise on ways to improve productivity and efficiency	
		Develop solutions that make a demonstrable improvement to the use of IT tools and systems	
		Test solutions to make sure that they work as intended	
		Recommend improvements to IT systems and procedures that increase productivity	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
(D/502/4258) IT User IT Security for Users Level 3	Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data	Evaluate the security issues that may threaten system performance	An advanced user can monitor potential risks and take steps to protect their own and others' systems, data and software (e.g. from unauthorised remote access, disaster recovery or contingency planning).
		Select, use and evaluate a range of security precautions to protect IT systems and monitor security	
		Evaluate the threats to system and information security and integrity	
		Manage access to information sources securely to maintain confidentiality, integrity and availability of information	
		Explain why and how to minimise security risks to hardware, software and data for different users	
		Apply, maintain and develop guidelines and procedures for the secure use of IT	
		Select and use effective backup and archiving procedures for systems and data	
(H/502/4617) IT User Multimedia Software Level 3	Plan the content and organisation of multimedia products to meet needs	Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia outcomes	An advanced user can select and use a wide range of advanced multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar. Publication tools and techniques will be described as 'advanced' because: > the software tools and functions used
		Plan the use of interactive features, transitions and effects to meet needs	
		Explain the type of multimedia outcome needed and the specification that it must meet	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Develop the design layout for multimedia outcomes	will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and presenting the information.
		Explain how the different elements of the content will relate and what elements of the content will be interactive	
		Summarise how copyright and other constraints affect use of own and others' information	
	Obtain, input and combine content to build multimedia outcomes	Select and use an appropriate combination of input device, software and input techniques to obtain and input the relevant content	
		Combine information of different types or from different sources for multimedia outcomes	
		Select and use appropriate software to write and compress multimedia files	
		Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	
		Explain when and why to use different file formats and file compression for saving multimedia files	
	Use tools and techniques to build and edit multimedia content	Select and use appropriate techniques to edit and format multimedia outcomes	
		Manipulate images and graphic elements accurately	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	
	Play and present multimedia outcomes	Explain what combination of display device and software to use that will overcome any constraints there may be in displaying different multimedia file formats	
		Select and use appropriate software to optimise the display of multimedia outcomes and maximise impact	
		Select and adjust the display settings to exploit the features of the display device and optimise the quality of the presentation	
(K/502/4246) IT User Optimise IT System performance Level 3	Keep computer hardware and software operating efficiently	Explain the factors that should be taken into account when choosing an operating system	An advanced user can review and modify system settings to improve economy, efficiency and performance; and upgrade systems to improve capacity or functionality
		Take appropriate steps to protect computer hardware from loss or damage	
		Explain why routine fault-finding procedures are important	
		Use an appropriate fault-finding procedure to routinely monitor hardware performance	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Configure anti-virus and other security software	
		Install and configure printers and other peripheral devices	
		Configure synchronisation and maintain security on remote access sessions	
		Configure a computer to present or display information to an audience	
	Manage files to maintain and improve performance	Explain why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance	
		Use file navigation software to organise files into an appropriate folder structure	
		Archive, backup and restore files and folders	
		Manage file and disk housekeeping so that information is secure and easy to find	
		Configure access to remote file systems	
		Distinguish between data and system file types	
	Troubleshoot and respond to IT system problems quickly and effectively	Assess IT system problems, explain what causes them and how to respond to them and avoid similar problems in the future	
		Carry out contingency planning to recover from system failure and data loss	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Monitor and record IT system problems to enable effective response	
		Monitor system settings and adjust when necessary	
		Explain when and where to get expert advice	
		Help others to select and use appropriate resources to respond to IT system problems	
		Check that errors and problems have been resolved satisfactorily	
	Plan and monitor the routine and non-routine maintenance of hardware and software	Clarify the resources that will be needed to carry out maintenance	
		Develop a plan for the maintenance of IT hardware and software	
		Monitor the implementation of maintenance plans, updating them where necessary	
	Review and modify hardware and software to maintain performance	Use appropriate techniques to maintain software for optimum performance	
		Clarify when and how to upgrade software	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Review and modify hardware settings to maintain performance	
T/502/4623 IT User Presentation Software Level 3	Input and combine text and other information within presentation slides	Explain what types of information are required for the presentation	An advanced user can select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine. Presentation tools and techniques will be described as 'advanced' because: > the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for
		Enter text and other information using layouts appropriate to type of information	
		Insert charts and tables and link to source data	
		Insert images, video or sound to enhance the presentation	
		Identify any constraints which may affect the presentation	
		Organise and combine information for presentations in line with any constraints	
		Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	
	Use presentation software tools to structure, edit and format presentations	Explain when and how to use and change slide structure and themes to enhance presentation	
		Create, amend and use appropriate templates and themes for slides	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Explain how interactive and presentation effects can be used to aid meaning or impact	inputting, structuring, editing and presenting the information. Examples of context: An interactive or multi-media presentation.
		Select and use appropriate techniques to edit and format presentations to meet needs	
		Create and use interactive elements to enhance presentations	
		Select and use animation and transition techniques appropriately to enhance presentations	
	Prepare interactive slideshow for presentation	Explain how to present slides to communicate effectively for different contexts	
		Prepare interactive slideshow and associated products for presentation	
		Check presentation meets needs, using IT tools and making corrections as necessary	
		Evaluate presentations, identify any quality problems and discuss how to respond to them	
		Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose	
(H/502/4620) IT User	Create and define a project	Explain the critical information about the project that must be included	An advanced user can select and use a

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
Project Management Software Level 3		Create, store and retrieve project management files in line with local guidelines where applicable	wide range of advanced project management software tools and techniques to input and modify complex information to support the planning and management of multiple projects. Project management tools and techniques will be described as 'advanced' because: > the software tools and functions used will be complex and at times require the user to search for and apply a solution or alternative approach by exploring technical support, or self-teaching; > approaches to the inputting, manipulating and outputting of information will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, structuring, editing and managing the information within the software package.
		Define the project file properties and project options	
		Create master and sub-projects	
		Create links across projects and manage changes to linked tasks	
	Enter and edit information about project tasks and resources	Identify the critical tasks and milestones to be completed	
		Explain how to setup any deadlines and constraints which apply to the project	
		Enter and edit information about project tasks	
		Explain how to resolve issues of resource availability and utilisation	
		Enter and edit information about resources to be used in the project	
		Create and apply a task calendar for scheduling tasks	
		Identify and resolve any issues of resource allocation	
		Define and setup dependencies between tasks	
	Update information about project progress	Explain the methods available to track project progress and review against plans	
		Use editing and formatting techniques to update project elements	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Update task status in line with progress	
		Update information about resources as required tasks	
		Compare actual progress with project baseline and reschedule uncompleted tasks	
		Identify and assess the impact of risks and issues on the project	
		Manage information on project risks and issues	
	Select and use appropriate tools and techniques to display and report on project status	Create and customise project reports to meet needs	
		Use filtering and formatting techniques to display project information to meet needs	
		Share project information with other applications	
(R/502/4211) IT User Set up an IT system Level 3	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software	The advanced user can select and connect up an IT system with a range of hardware, removable storage media and a communication service safely and successfully and is able to help others to do so
		Explain any health and safety issues associated with setting up an IT system	
		Explain the characteristics of IT systems that affect performance	
		Select and connect up the components of an IT system safely, including any peripheral devices and storage media	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Select and connect IT system to a communication service successfully to meet needs	Explain the reasons for choosing a communication service	
		Explain what effect variations in data transmission speed may have	
		Select and connect communication hardware safely to an IT system	
		Select and connect to a communication service from an IT system	
		Explain the factors which influence choice of Internet Service Providers	
	Install and configure operating system and application software for use	Configure the user interface to meet needs	
		Explain what security precautions need to be addressed for the system to be used securely online by several	
		Install, set up and configure virus protection and other security systems and software	
		Explain the benefits and risks of using disk partitions or other backup locations	
		Establish a backup routine for data and system	
		Install, set up and configure application software to meet needs	
	Check that the IT system and communication	Explain what system tests and communication tests are needed and why	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	service are working successfully	Select and run suitable tests to make sure that the system and communication service are working successfully	
		Explain the range of help and troubleshooting facilities available to solve problems	
		Establish procedures for recovery in the event of system faults or failure	
		Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action	
(A/502/4400) IT User Specialist Software Level 3	Input and combine information using specialist software	Input relevant information accurately so that it is ready for processing	An advanced user can select and use a range of advanced specialist software tools and techniques for complex or non-routine information. Specialist software tools and techniques will be defined as 'advanced' because: > the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the inputting, manipulating and
		Select and use appropriate techniques to link and combine information within the application and across different software applications	
	Create and modify appropriate structures to organise and retrieve information efficiently	Evaluate the use of software functions to structure, layout and style information	
		Create, change and use appropriate structures and/or layouts to organise information efficiently	
		Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Exploit the functions of the software effectively to process and present information	Select and use appropriate tools and techniques to edit, analyse and format information	outputting techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for inputting, manipulating and outputting the information.
		Check information meets needs, using IT tools and making corrections as necessary	
		Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	
		Select and use presentation methods to aid clarity and meaning	
J/502/4626 IT User Spreadsheet Software Level 3	Use a spreadsheet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed in the spreadsheet and how it should be constructed	An advanced user can select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets. Spreadsheet software tools and techniques will be defined as 'advanced' because: > the range of data entry, manipulation and outputting techniques will be complex and non-routine; > the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and
		Enter and edit numerical and other data accurately	
		Combine and link data from different sources	
		Store and retrieve spreadsheet files effectively in line with local guidelines and conventions where available	
	Select and use appropriate formulas and data analysis tools and techniques to meet requirements	Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them	
		Select and use a wide range of appropriate functions and formulas to meet calculation requirements	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Select and use a range of tools and techniques to analyse and interpret data to meet requirements	understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and > the user will take full responsibility for setting up and developing the functionality of the spreadsheet. Examples of context: Typical examples may include - cost benefit analysis, analysis of results from a questionnaire or survey, developing summary reports from a large data set, creating a personalised customer quotation from a standard price list.
		Select and use forecasting tools and techniques	
	Use tools and techniques to present, and format and publish spreadsheet information	Explain how to present and format spreadsheet information effectively to meet needs	
		Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively	
		Select and use appropriate tools and techniques to generate, develop and format charts and graphs	
		Select and use appropriate page layout to present, print and publish spreadsheet information	
		Explain how to find and sort out any errors in formulas	
		Check spreadsheet information meets needs, using IT tools and making corrections as necessary	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Use auditing tools to identify and respond appropriately to any problems with spreadsheets	
(T/502/4380) IT User Using Collaborative technologies Level 3	Stay safe and secure when with collaborative technology	Explain what and why guidelines need to be established for working with collaborative technology	The advanced user can manage and effectively integrate and facilitate the safe use of multiple IT tools and devices so that groups can work collaboratively and effectively by: > setting and implementing guidelines for using collaborative technologies; > integrating IT tools and devices and creating environments to exploit their potential; > managing risks, permissions and data flow; and > moderating and solving complex problems with the use of collaborative technology
		Develop and implement guidelines for good practice in working with collaborative technology	
		Explain how to establish an identity or present information that will promote trust	
		Develop and implement guidelines for checking the authenticity of identities and different types of information	
		Analyse and plan for the risks in the use of collaborative technologies for different tasks	
		Analyse and manage risks in the use of collaborative technologies	
	Plan and set up IT tools and devices for collaborative working	Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks	
		Determine the IT tools and processes needed for archiving the outcomes of collaborative working	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media	
		Explain potential access and compatibility issues with integrating different collaborative technology tools and devices	
		Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices	
		Resolve access and compatibility problems so that different collaborative tools and devices work successfully	
	Prepare collaborative technologies for use	Evaluate data management priciples, issues and methods	
		Manage levels of access and permissions for different purposes	
		Select and integrate different elements across applications to create environments for collaborative technologies	
		Set and adjust settings to facilitate use of collaborative technologies by others	
		Manage data flow to benefit collaborative working	
	Manage tasks using collaborative technologies	Determine levels of responsibility for the use of collaborative technologies	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Facilitate others' responsible contributions to and engagement with collaborative technologies	
		Manage the moderation of collaborative technologies	
		Oversee the archiving of the outcomes of collaborative working	
		Explain what problems can occur with collaborative technologies	
		Respond to problems with collaborative technologies and be prepared to help others to do so	
(T/502/4301) IT User Using Email IT Level 3	Use e-mail software tools and techniques to compose and send messages	Select and use software tools to compose and format e-mail messages, including attachments	An advanced user can help others to make more efficient use of e-mail software tools to send, receive and store messages for complex and non-routine activities. E-mail tools and techniques will be defined as 'advanced' because: > the techniques required will be multi-step and complex, and the selection process may involve research, identification and application; and > the IT tools required will be complex and at times involve having the idea that there may be a tool or function to do
		Explain methods to improve message transmission	
		Send e-mail messages to individuals and groups	
		Explain why and how to stay safe and respect others when using e-mail	
		Use an address book to manage contact information	
	Manage use of e-mail software effectively	Develop and communicate guidelines and procedures for using e-mail effectively	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Read and respond appropriately to e-mail messages and attachments	something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying. An activity will typically be 'complex and non-routine' because: > the task is likely to require research, identification and application; > the context is likely to require research, analysis and interpretation; and > the user will take full responsibility for developing both the input and output type and structure of the information.
		Use email software tools and techniques to automate responses	
		Explain why, how and when to archive messages	
		Organise, store and archive e-mail messages effectively	
		Customise e-mail software to make it easier to use	
		Explain how to minimise e-mail problems	
		Respond appropriately to email problems	
(F/502/4298) IT User Using the Internet Level 3	Select and set up an appropriate connection to access the Internet	Identify different types of connection methods that can be used to access the Internet	An advanced user can advise on and set up an Internet connection to meet a variety of user needs. They can also make efficient use of advanced Internet software tools and techniques to search for and exchange information for complex and non-routine activities. Internet tools and techniques will be defined as 'advanced' because: > the software tools and functions required will be described as complex because at times they involve having the idea that there may be a tool or function
		Explain the benefits and drawbacks of different connection methods	
		Analyse the issues affecting different groups of users	
		Select and set up an Internet connection using an appropriate combination of hardware and software	
		Recommend a connection method for Internet access to meet identified needs	
		Diagnose and solve Internet connection problems	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Set up and use browser software to navigate web-pages	Select and use browser tools to navigate web-pages effectively	to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and > the range of techniques required for searching and exchanging information will be complex, and the selection process may involve research, identification and application. An activity will typically be 'complex and non-routine' because: > the task is likely to require research, identification and application; > the context is likely to require research, analysis and interpretation; and > the user will take full responsibility for searching for and exchanging the information.
		Explain when to change browser settings to aid navigation	
		Adjust and monitor browser settings to maintain and improve performance	
		Explain when and how to improve browser performance	
		Customise browser software to make it easier to use	
	Use browser tools to search effectively and efficiently for information from the Internet	Select and use appropriate search techniques to locate information efficiently	
		Evaluate how well information meets requirements	
		Manage and use references to make it easier to find information another time	
		Download, organise and store different types of information from the Internet	
	Use browser software to communicate information online	Identify and analyse opportunities to create, post or publish material to websites	
		Select and use appropriate tools and techniques to communicate information online	
		Share and submit information online using appropriate language and moderate content from others	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Develop and apply appropriate safety and security practices and procedures when working online	Explain the threats to system performance when working online	
		Work responsibly and take appropriate safety and security precautions when working online	
		Explain the threats to information security and integrity when working online	
		Keep information secure and manage user access to online sources securely	
		Explain the threats to user safety when working online	
		Explain how to minimise internet security risks	
		Develop and promote laws, guidelines and procedures for safe and secure use of the Internet	
		Explain any compatibility issues between combinations of input device and video software	
		Select and use an appropriate combination of input device and video software to optimise the recording of information	
		Select and use an appropriate combination of hardware and software to originate and develop new content for sequences	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Analyse and explain the impact file size and file format will have, including when to use information coding and compression	
		Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	
(Y/502/4632) IT User Website Software Level 3	Create structures and styles and use them to produce websites	Determine what website content and layout will be needed for each page and for the site	An advanced user can select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features. Website software tools and techniques will be defined as 'advanced' because: > the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the development techniques will be complex, and will involve research, identification and application; and > the user will take full responsibility for planning and developing the structure,
		Plan and create web page templates to layout content	
		Select and use website features and structures to enhance website navigation and functionality	
		Create, select and use styles to enhance website consistency and readability	
		Provide guidance on laws, guidelines and constraints that affect the content and use of websites	
		Explain what access issues may need to be taken into account	
		Explain when and why to use different file types for saving content	
		Store and retrieve files effectively, in line with local guidelines and conventions where available	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	Prepare content for web pages so that it is ready for editing and formatting	inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.
		Organise and combine information needed for web pages in line with any copyright constraints, including across different software	
		Select and use appropriate editing and formatting techniques to aid meaning	
		Select and use appropriate programming and development techniques to add features and enhance websites	
		Select and use file formats that make information easier to download	
		Check web pages meet needs, using IT tools and making corrections as necessary	
	Publish and test multiple page websites with multimedia and interactive features	Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned	
		Identify any quality problems with websites and explain how to respond to them	
		Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
		Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose	
Y/502/4629 IT User Word Processing Software Level 3	Enter and combine text and other information accurately within word processing documents	Summarise what types of information are needed for the document and how they should be linked or integrated	An advanced user can select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents. Word processing tools and techniques will be described as 'advanced' because: > the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; > the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and > the user will take full responsibility for the inputting, manipulating and outputting of the information. Examples of context: Typical documents will require problem solving and creative thinking and may include – complex
		Use appropriate techniques to enter text and other types of information accurately and efficiently	
		Create, use and modify appropriate templates for different types of document	
		Explain how to combine and merge information from other software or multiple documents	
		Combine and merge information within a document from a range of sources	
		Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available	
		Select and use tools and techniques to work with multiple documents or users	
		Customers interface to meet needs	
	Create and modify appropriate layouts, structure and styles for word processing	Analyse and explain the requirements for structure and style	
		Create, use and modify columns, tables and forms to organise information	

Unit Name	Learning outcomes The learner will…	Assessment criteria The learner can….	Knowledge, skills and understanding required
	documents	Define and modify styles for document elements	reports and content for publications such as web pages, journals, newsletters or other printed materials.
		Select and use tools and techniques to organise and structure long documents	
	Use word processing software tools and techniques to format and present documents effectively to meet requirements	Explain how the information should be formatted to aid meaning	
		Select and use appropriate page and section layouts to present and print multi-page and multi-section documents	
		Check documents meet needs, using IT tools and making corrections as necessary	
		Select and use appropriate techniques to format characters and paragraphs	
		Evaluate the quality of the documents produced to ensure they are fit for purpose	
		Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose	

5. Assessment

5.1 Summary of assessment methods

The ITQ qualifications are assessed in a variety of methods, based on the appropriate method for the required assessment critieria.

The methods available for the units are summarised as follows:

Unit	Assessment Type		
	Level 1	Level 2	Level 3
Improving Productivity using IT	M, E	M, A, E	M, E
IT User Fundamentals	M, A	E	N/A
Setting up an IT System	E	E	E
Optimise IT System Performance	E	E	E
IT Security for Users	M, A	M, E	E
IT Communication Fundamentals	E	E	N/A
Using the Internet *	M, A	E	E
Using Email *	M, A	E	E
Using Collaborative Technologies	E, M, A	E	E
Using Mobile IT Devices	E	E	N/A
Personal Information Management Software	E	E	N/A
IT Software Fundamentals	E	E	N/A
Audio Software	E	E	E
Video Software	E	E	N/A
Bespoke Software	E	E	E
Specialist Software	E	E	E
Computerised Accounting Software	E	E	E
Data Management Software	M, E	M, E	E
Database Software	E, M, A	M, A	M, A
Design Software	E	E	E
Imaging Software	E	E	E
Desktop Publishing Software	E	E	E
Drawing & Planning Software	E	E	E
Multimedia Software	E	E	E
Presentation Software	E, M, A	M, A	M, A
Project Management Software	E	E, M, A	E
Spreadsheet Software	M, A, E	M, A	M, A
Website Software	E	E	E
Word Processing Software	M, A, E	M, A	M, A
Developing Personal and Team Effectiveness Using IT	N/A	E, M	E, M
Understanding the Potential of IT	N/A	E, M	E, M

*Level 1 Using the Internet and Using email units are only offered as a combined unit with a credit value of 5

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Key: M – Manual Testing
A – Automated Testing
E – Evidence Based Testing
N/A – Unit not available at this level

5.2 Availability of assessments

To be able to offer ITQ you need to become a BCS Approved centre.

All staff members who are involved in the management, invigilation, training, marking or verification of tests/ assessments, must be registered with us. Suitably qualified individuals may be registered for more than one role. At least two members of staff must be registered with us in one of the roles in order for you to retain centre approval.

As the assessment of the ITQ qualification can be delivered through a number of systems, the centre will require access to the relevant system they have chosen.

5.3 Grading

The pass mark across all ITQ units is 75%. Currently all BCS ITQs are ungraded, as such each assessment is pass/fail.
Additionally, the mandatory Improving Productivity Using IT unit (IPU), this is explained in greater detail below.

The IPU unit is broken down into 2 sections:

- Knowledge
- Performance

Learners should use skills gained in previous ITQ units to complete “scenarios” which prove their understanding of using IT to improve productivity.

To successfully pass the IPU unit, and therefore the full qualification, Learners are required to achieve at least 75% of the knowledge section in order to pass this assessment. In addition to this, learners are also required to achieve at least 75% of the tasks within the performance section.

5.4 Internally assessed units

BCS offer 2 forms of internal assessment:

Manual Tests
Manual tests are written assessments marked internally by the centre. The tests are designed and managed by BCS, the Chartered Institute for IT and are stored on the Approved Centre Forum, a secure web site for approved centres.

To ensure consistency, all manual tests are subject to remote moderation, where BCS re-mark on average 10% of tests taken.

Evidence Based (Portfolio Assessment)
Evidence based assessment is where learners' achievements are used to prove they meet the criteria set out in each ITQ unit.
Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
    - enterprise activities (e.g. business plans, budgets and marketing materials);
    - voluntary activities (e.g. cash flows, programmes and newsletters); or
    - Learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.
Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or 'witness statement'

5.5 Externally assessed units

External tests from the BCS come in the form of Automated Tests. The tests cover all ECDL units and offer instant results to the learner. As with manual testing and evidence based assessment, the BCS are responsible for Quality Assuring the test created by approved ECDL test providers.

For our ECDL Advanced qualification, all manual papers are marked by external consultants and where the result is within 5% of the pass threshold, these papers are the verified by a separate external consultant.

5.6 QCF credit transfer

A system for validating qualifications for Credit Transfer is available for Learners registered for a QCF qualification. This was previously known as 'Accreditation of Prior Achievement (APA).

If a Learner wishes to use Credit Transfer for any unit, you must notify us by using the Credit Transfer manual entry form on the ACF. Evidence must be retained for audit.

BCS will accept only Credit Transfer results which can contribute towards ITQ and meet the conditions as specified in the ITQ Assessment Strategy (as published on the TechPartnership UK website).

5.7 Specimen assessment materials

Sample test papers are available for all units where manual tests are an option.

For units where automated tests are an option, diagnostics tests are available. These provide detailed feedback, with results advising of weaknesses and areas to improve.

5.8 Support materials

BCS provides the following resources specifically for this qualification:

Description	How to Access
Syllabus (for units where manual tests are available)	Available on website
Unit guidance	Available on website (embedded within evidence record sheets)
Courseware	Available from approved 3rd party providers (see website)

5.9 Access to Assessment

BCS seeks to provide equal Access to Assessment for all learners, ensuring that there are no unnecessary barriers to assessment and that any reasonable adjustments for learners preserve the validity, reliability and integrity of the qualification.

We will consider requests from BCS approved centres for reasonable adjustments to be approved for a Learner. The decision will be based on the individual needs of the Learner as assessed by suitably qualified professionals. In promoting this policy, BCS aims to ensure that a Learner is not disadvantaged in relation to other learners and their certificate accurately reflects their attainment.

Further information about our access to assessment policy can be found on the Approved Centre Forum.

6. Contact Points

BCS Customer Services is committed to providing you with professional service and support at all times through a single, dedicated point of contact. With a flexible and proactive approach, our team will work together with you to ensure we deliver quality solutions that are right for you.

BCS, The Chartered Institute for IT
First Floor, Block D, North Star House, North Star Avenue,
Swindon SN2 1FA

T: +44 (0) 1793 417417
E: qualifications@ bcs.uk
W: www.bcs.org/qualifications

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