Qualification Specification Guide

BCS IT User Suite of Qualifications

BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)

BCS Level 1 ICDL Award in IT User Skills

BCS Level 1 ICDL Certificate in IT User Skills

BCS Level 2 ICDL Award in IT User Skills

BCS Level 2 ICDL Certificate in IT User Skills

BCS Level 2 Certificate in IT User Skills (ICDL Core)

BCS Level 2 Certificate in IT User Skills (ICDL Extra) (ITQ)

BCS Level 3 Certificate in IT User Skills (ITQ)

BCS Level 3 Certificate in IT User Skills (ICDL Advanced) (ITQ)

V3.1 October 2022

These are qualifications which are regulated by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA

1. Contents

Change History

Any changes made to the qualification specification shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

Version Number	Changes Made
V2.9	Requirements for testing added.
V2.8	Range for learning objectives added. Methods of Assessment table updated.
V2.7	Additional formatting changes and changes to order of information.
V2.6	Addition of ECDL Core qualification to booklet Formatting changes.
V2.5 March 2019	Addition of change history table. Major updates to formatting.

1. Introduction to the ITQ Suite of Qualifications

1.1 About the Qualifications

BCS ITQs are IT qualifications made up of units in the ITQ framework. The framework of units cover all aspects of IT application including word processing, spreadsheets, the internet, multimedia software and design software.

Our range of ITQs includes popular ICDL qualifications which are the most popular qualifications on the framework and promote computer knowledge and efficient use of software.

BCQ ITQ has the flexibility to meet the individual needs of the learner, offering them a recognised qualification made up of units relevant to them. Choose from over 80 units across three levels of achievement.

The flexibility of ITQ encourages progression by recognising small steps of achieving and the opportunity to build on existing skills.

1.2 The Benefits

- Flexibility to choose units of study that meet the learner's needs;
- Wide coverage of IT – encompasses 29 subject areas across three levels of ability;
- Learners build the confidence to use IT more effectively and productively;
- Increases employability;
- Nationally recognised IT qualification.

1.3 Qualification Objectives

The aim of these nationally recognised IT user qualifications is to:

- improve learners' knowledge and understanding of IT
- develop skills to work effectively and efficiently using IT
- provide proof of IT competence
- allow progression to employment or further study.

1.4 Who the Qualifications are for

These qualifications are designed for people using technology:

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

1.5 Entry Requirements

There are no formal entry requirements for these qualifications. It is expected that an initial assessment has taken place with the Approved Centre to ensure that the learner is capable of reaching the required standards.

It is recommended that learners complete an IT User Qualification at either Level 1 or 2 prior to sitting the ICDL Advanced or Level 3 ICDL Award qualifications. However, this is not a mandatory requirement.

1.6 Learner Progression

This suite of qualifications gives learners the opportunity to:

- progress to employment;
- prepare for employment;
- progress to further study;
- develop further or more advanced skills by completing another qualification within the suite which is either larger or at a higher level.

1.7 Qualification Size

The size of the qualifications are described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities.

TQT is a predication of the total time a learner with no prior knowledge might need to complete the course.

TQT is made up of two elements: GLH, **and** all other hours (an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities including homework, research, exam preparation and formal assessment) so that they can successfully achieve the qualification.

Each qualification requires the following GLH and TQT:

Qualification Title	**QAN**	**GLH**	TQT
BCS Level 1 Award in IT User Skills (ICDL Essentials) (IT User)	500/6226/8	61	92
BCS Level 1 ICDL Award in IT User Skills	601/0633/5	69	89

Qualification Title	QAN	GLH	TQT
BCS Level 1 ICDL Certificate in IT User Skills	601/1236/0	86	129
BCS Level 2 ICDL Award in IT User Skills	601/0634/7	86	114
BCS Level 2 ICDL Certificate in IT User Skills	601/1237/2	106	146
BCS Level 2 Certificate in IT User Skills (ICDL Core)	601/8240/4	103	141
BCS Level 2 Certificate in IT User Skills (ICDL Extra) (IT User)	500/6242/6	90	120
BCS Level 3 Certificate in IT User Skills (IT User)	500/6176/8	203	247
BCS Level 3 Certificate in IT User Skills (ICDL Advanced) (IT User)	500/6243/8	220	290

1.8 Minimum and Maximum Credit Values

IT User qualifications are available in two sizes (Award and Certificate) and both have three levels - Level 1 to Level 3. The benefits of this are that learners can progress in two ways, either by working towards a larger qualification at the same level or by working towards a higher-level qualification.

To achieve one of these qualifications there is a minimum credit requirement, which is shown in the table below:

Minimum and Maximum Credit Levels			
Qualification Size	Level 1	Level 2	Level 3
Award	9-12	10 – 15	12 - 18
Certificate	13 – 16	16-20	25 -30

2. Structure and Content

BCS IT User qualifications are made up from a library of units which are combined and available as:

- flexible qualifications;
- pre-packaged 'fixed' qualifications;
- flexible ICDL based qualifications.

Each qualification has a Rule of Combination (RoC). The RoC specifies how units can be combined as well as the overall number of credits that must be achieved for the qualification to be awarded.

2.1 Fixed Qualifications

All units within the following 'fixed' qualifications are mandatory.

BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ) (500/6226/8)

Mandatory Units	Unit code	Level	Credit value
IT User Fundamentals	J/502/4206	1	3
Using Email and the Internet[1]	J/502/4299 T/502/4296	1	5
IT Security for Users	R/502/4256	1	1
Total Credits			9

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

BCS Level 2 Certificate in IT User Skills (ICDL Core) (ITQ) (601/8240/4)

Mandatory Units	Unit code	Level	Credit value
IT Security for Users	Y/507/9680	1	1
IT User Fundamentals	D/507/9681	1	3
Using email	H/507/9682	1	2
Using internet	K/507/9683	1	3
Word Processing	F/507/9687	2	4
Spreadsheet Software	A/507/9686	2	4
Presentation Software	T/507/9685	2	4
Database Software	M/507/9684	2	4
Total Credits			25

BCS Level 2 Certificate in IT User Skills (ICDL Extra) (ITQ) (500/6242/6)

Mandatory Units	Unit code	Level	Credit value
Word Processing Software	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 Credits			16

BCS Level 3 Certificate in IT User Skills (ICDL Advanced) (ITQ) (500/6243/8)

Mandatory Units	Unit code	Level	Credit value
Word Processing Software	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	L/502/4157	3	5
Total Credits			29

2.2 Flexible IT User Qualifications

This qualification has rules of combination which must be followed. Please see the table below for further information:

BCS Level 3 Certificate in IT User Skills (IT User) (500/6176/8)

Minimum Credit Value	25
Maximum Credit Value	30
Mandatory Unit	L3 Improving Productivity Using IT (5 credits)
Optional Units	At least 20 and at most 25 additional credits, of which at least 10 credits must come from Level 3 units.

2.3 Flexible ICDL Qualifications

These qualifications have rules of combination which must be followed. Please see the tables below for further information:

BCS Level 1 ICDL Award in IT User Skills (601/0633/5)

ICDL Flexible Award	
Minimum Credit Value	9
Maximum Credit Value	12
Mandatory Unit	N/A
Optional Units	At least 6 credits must come from Level 1 units.

BCS Level 1 ICDL Certificate in IT User Skills (601/1236/0)

ICDL Flexible Award	
Minimum Credit Value	13
Maximum Credit Value	16
Mandatory Unit	L1 Improving Productivity Using IT (3 credits)
Optional Units	At least 10 and at most 13 additional credits, of which at least 4 credits must come from Level 1 units.

BCS Level 2 ICDL Award in IT User Skills (601/0634/7)

ICDL Flexible Award	
Minimum Credit Value	10
Maximum Credit Value	15
Mandatory Unit	N/A
Optional Units	At least 7 credits must come from Level 2 units.

BCS Level 2 ICDL Certificate in IT User Skills (601/1237/2)

ICDL Flexible Certificate	
Minimum Credit Value	16
Maximum Credit Value	20
Mandatory Unit	L2 Improving Productivity Using IT (4 credits)
Optional Units	At least 12 and at most 16 additional credits, of which at least 6 credits must come from Level 2 units.

3. Units

3.1 Availability of units

Unit Name (Level 1)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Audio Software	K/502/4389	2	N/A	N/A	N/A	N/A	Optional
Bespoke Software	A/502/4395	2	N/A	N/A	N/A	N/A	Optional
Computerised Accounting Software	F/502/4401	2	N/A	N/A	N/A	N/A	Optional
Data Management Software	F/502/4558	2	N/A	N/A	N/A	N/A	Optional
Database Software	H/502/4553	3	Optional	Optional	Optional	Optional	Optional
Design Software	M/502/4572	3	N/A	N/A	N/A	N/A	Optional
Desktop Publishing Software	Y/502/4565	3	N/A	N/A	N/A	N/A	Optional
Drawing & Planning Software	J/502/4609	2	N/A	N/A	N/A	N/A	Optional
Imaging Software	J/502/4612	3	N/A	N/A	N/A	N/A	Optional
Improving Productivity using IT	T/502/4153	3	Optional	Mandatory	Optional	N/A	Optional

Unit Name (Level 1)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Internet Safety for IT Users	H/502/9154	3	N/A	N/A	N/A	N/A	Optional
IT Communication Fundamentals	Y/502/4291	2	N/A	N/A	N/A	N/A	Optional
IT Security for Users	R/502/4256	1	Optional	Optional	Optional	Optional	Optional
IT Software Fundamentals	L/502/4384	3	N/A	N/A	N/A	N/A	Optional
IT User Fundamentals	J/502/4206	3	Optional	Optional	Optional	Optional	Optional
Multimedia Software	Y/502/4615	3	N/A	N/A	N/A	N/A	Optional
Optimise IT System Performance	D/502/4244	2	N/A	N/A	N/A	N/A	Optional
Personal Information Management Software	Y/502/4369	2	N/A	N/A	N/A	N/A	Optional
Presentation Software	K/502/4621	3	Optional	Optional	Optional	Optional	Optional
Project Management Software	K/502/4618	3	N/A	N/A	N/A	N/A	Optional
Set up an IT System	Y/502/4209	3	N/A	N/A	N/A	N/A	Optional
Specialist Software	L/502/4398	2	N/A	N/A	N/A	N/A	Optional

Unit Name (Level 1)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Spreadsheet Software	A/502/4624	3	Optional	Optional	Optional	Optional	Optional
Using a computer keyboard	J/502/9311	1	N/A	N/A	N/A	N/A	Optional
Using Collaborative Technologies	A/502/4378	3	Optional	Optional	Optional	Optional	Optional
Using Email *	J/502/4299	2	Optional	Optional	Optional	Optional	Optional
Using Mobile IT Devices	H/502/4374	2	N/A	N/A	N/A	N/A	Optional
Using the Internet *	T/502/4296	3	Optional	Optional	Optional	Optional	Optional
Video Software	K/502/4392	2	N/A	N/A	N/A	N/A	Optional
Website Software	L/502/4630	3	N/A	N/A	N/A	N/A	Optional
Word Processing Software	L/502/4627	3	Optional	Optional	Optional	Optional	Optional

* 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	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Audio Software	D/502/4390	3	N/A	N/A	N/A	N/A	Optional
Bespoke Software	F/502/4396	3	N/A	N/A	N/A	N/A	Optional
Computerised Accounting Software	J/502/4402	3	N/A	N/A	N/A	N/A	Optional
Data Management Software	J/502/4559	3	N/A	N/A	N/A	N/A	Optional
Database Software	M/502/4555	4	Optional	Optional	Optional	Optional	Optional
Design Software	T/502/4573	4	N/A	N/A	N/A	N/A	Optional
Desktop Publishing Software	D/502/4566	4	N/A	N/A	N/A	N/A	Optional
Developing Personal and Team Effectiveness Using IT	T/503/0499	4	N/A	N/A	N/A	N/A	Optional
Drawing & Planning Software	A/502/4610	3	N/A	N/A	N/A	N/A	Optional
Imaging Software	L/502/4613	4	N/A	N/A	N/A	N/A	Optional
Improving Productivity Using IT	J/502/4156	4	Optional	N/A	Optional	Mandatory	Optional
IT Communication Fundamentals	D/502/4292	2	N/A	N/A	N/A	N/A	Optional
IT Security for Users	Y/502/4257	2	N/A	N/A	N/A	N/A	Optional
IT Software Fundamentals	R/502/4385	3	N/A	N/A	N/A	N/A	Optional
IT User Fundamentals	L/502/4207	3	N/A	N/A	N/A	N/A	Optional

Unit Name (Level 2)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Multimedia Software	D/502/4616	4	N/A	N/A	N/A	N/A	Optional
Optimise IT System Performance	H/502/4245	4	N/A	N/A	N/A	N/A	Optional
Personal Information Management Software	L/502/4370	2	N/A	N/A	N/A	N/A	Optional
Presentation Software	M/502/4622	4	Optional	Optional	Optional	Optional	Optional
Project Management Software	M/502/4619	4	Optional	Optional	Optional	Optional	Optional
Set up an IT System	L/502/4210	4	N/A	N/A	N/A	N/A	Optional
Specialist Software	R/502/4399	3	N/A	N/A	N/A	N/A	Optional
Spreadsheet Software	F/502/4625	4	Optional	Optional	Optional	Optional	Optional
Understanding the Potential of IT	M/503/0498	8	N/A	N/A	N/A	N/A	Optional
Using Collaborative Technologies	F/502/4379	4	NA	N/A	N/A	N/A	Optional
Using Email	M/502/4300	3	N/A	N/A	N/A	N/A	Optional
Using Mobile IT Devices	K/502/4375	2	N/A	N/A	N/A	N/A	Optional
Using the Internet	A/502/4297	4	N/A	N/A	N/A	N/A	Optional
Video Software	M/502/4393	3	N/A	N/A	N/A	N/A	Optional

Unit Name (Level 2)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Website Software	R/502/4631	4	N/A	N/A	N/A	N/A	Optional
Word Processing Software	R/502/4628	4	Optional	Optional	Optional	Optional	Optional

Unit Name (Level 3)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Audio Software	H/502/4391	4	N/A	N/A	N/A	N/A	Optional
Bespoke Software	J/502/4397	4	N/A	N/A	N/A	N/A	Optional
Computerised Accounting Software	L/502/4403	5	N/A	N/A	N/A	N/A	Optional
Data Management Software	A/502/4560	4	N/A	N/A	N/A	N/A	Optional
Database Software	T/502/4556	6	Optional	Optional	Optional	Optional	Optional
Design Software	A/502/4574	5	N/A	N/A	N/A	N/A	Optional
Desktop Publishing Software	H/502/4567	5	N/A	N/A	N/A	N/A	Optional
Developing Personal and Team Effectiveness Using IT	H/503/0501	4	N/A	N/A	N/A	N/A	Optional
Drawing & Planning Software	F/502/4611	4	N/A	N/A	N/A	N/A	Optional
Imaging Software	R/502/4614	5	N/A	N/A	N/A	N/A	Optional
Improving Productivity using IT	L/502/4157	5	Optional	N/A	Optional	N/A	Mandatory
IT Security for Users	D/502/4258	3	N/A	N/A	N/A	N/A	Optional
Multimedia Software	H/502/4617	6	N/A	N/A	N/A	N/A	Optional
Optimise IT System Performance	K/502/4246	5	N/A	N/A	N/A	N/A	Optional
Presentation Software	T/502/4623	6	Optional	Optional	Optional	Optional	Optional

Unit Name (Level 3)	Unit Code	Credits	(601/0633/5) L1 Award	(601/1236/0) L1 Certificate	(601/0634/7) L2 Award	(601/1237/2) L2 Certificate	(500/6176/8) L3 Certificate
Project Management Software	H/502/4620	5	N/A	N/A	N/A	N/A	Optional
Set up an IT System	R/502/4211	5	N/A	N/A	N/A	N/A	Optional
Specialist Software	A/502/4400	4	N/A	N/A	N/A	N/A	Optional
Spreadsheet Software	J/502/4626	6	Optional	Optional	Optional	Optional	Optional
Understanding the Potential of IT	D/503/0500	8	N/A	N/A	N/A	N/A	Optional
Using Collaborative Technologies	T/502/4380	6	N/A	N/A	N/A	N/A	Optional
Using Email *	T/502/4301	3	N/A	N/A	N/A	N/A	Optional
Using the Internet*	F/502/4298	5	N/A	N/A	N/A	N/A	Optional
Website Software	Y/502/4632	5	N/A	N/A	N/A	N/A	Optional
Word Processing Software	Y/502/4629	6	Optional	Optional	Optional	Optional	Optional

3.2 Level 1: Learning outcomes and assessment criteria
Audio Software (K/502/4389)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use audio hardware and software to capture sequences	Identify the input device and associated software to use	**Input devices**: Microphone, Dictaphone, mobile phone; Input techniques: Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop) **File format**: Supported by the software used (eg png, quicktime) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	**Sequence**: Specially recorded, existing; short (eg less than 2 mins) **Combine information**: Audio clips into presentations; **Techniques**: Copy and paste, insert, **Forms of information**: sound (eg spoken word, music, sound effects) **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	**Display device**: PC, laptop, Dictaphone, mobile phone, handheld audio device (eg mp3 player, iPod)
	Identify the display device to use for the sequence	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate combination of software and display device to playback audio sequences	**Adjust playback and display settings**: Playback controls (eg start, stop, fast forward, rewind, pause); sound (eg volume)
	Adjust playback and display settings so that sequences are presented to meet needs	

Bespoke Software (A/502/4395)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Types of bespoke information**: Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables **Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combining information techniques**: Insert, size, position, wrap, order, group **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements. File management will vary according to the application.
	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	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example: Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch
	Check information meets needs, using IT tools and making corrections as appropriate	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use appropriate presentation methods and accepted layouts	Process – sort, pre-set queries, simple operator formulas, charts and graphs Formatting – characters, lines, paragraphs, pages, file type **Check bespoke information**: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Access, enter and edit accounting information	Identify the sources and characteristics of accounting data	**Characteristics of accounting data**: Unique references; codes; statutory requirements; editing restrictions **Enter accounting data**: Use of data entry form and wizards; add/amend record (sales/purchase order; invoice) **Locate and display**: Search, sort, filter. Print records **Check data**: Spell check, format, consistency, accuracy, remove duplication, verify data; edit details; check calculations; check coding **Security risks and procedures**: Access control; authorised use, confidentiality, protection of personal data, password protection and management, user authentication **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	**Process transactions**: Types of transactions: Post invoice; receipts; payments, journal entries. Number of items: single items, batches. From: bank statement, cheque book, paying-in book **Transaction errors and problems**: Using help; duplication, limits of own responsibility, process for reporting errors and problems
	Review the transaction process and identify any errors	
	Respond appropriately to any transaction errors and problems	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Produce accounting documents and summary reports to meet requirements	Identify what information is required and how to present it	**Accounting documents**: Will vary according to task, but may include for example: Invoice, sales order, purchase order, statement. To screen, printed, for e-mail **Management reports**: Will vary according to task, but may include for example: audit trail, customer activity; day book; aged debtor, aged creditor
	Generate accounting documents as required	
	Generate management reports as required	

Data Management Software (F/502/4558)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter, edit and maintain data records in a data management system	Identify the security procedures used to protect data	**Enter data**: Use of data entry form; create new record; add record to table **Amend data records**: Find, search and replace; edit record, sort, use wildcards **Check data records**: Spell check, format, accuracy, consistency, remove duplication, verify data **Security procedures**: Access control; authorised use, password protection and management, user authentication **Error messages**: Due to field size, data type, validation checks; duplicate records; format; using help **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	**Search and retrieve**: Alphanumeric sort, filter, single criteria, standard queries **Reports**: Accessing reports that have already been run; using menus or shortcuts, report templates to produce standard reports based on current data
	Identify which report to run to output the required information	
	Select and view specified reports to output information to meet given requirements	

Database Software (H/502/4553)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter, edit and organise structured information in a database	Identify the main components of a database	**Database components**: What types of information are stored: tables, forms, queries, reports **Enter structured data**: Tables; fields, records; Use of data entry form; create new record; add record to table **Locate and amend**: Find, search and replace; sort; wildcards **Data entry errors**: Due to field size, data type, validation checks; using help **Check data**: Spell check, format, accuracy, consistency
	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	**Database queries**: Alphanumeric sort, filter, single criteria **Database reports**: Using menus, wizards or shortcuts
	Run simple database queries	
	Identify reports which meet information requirements	
	Generate and print pre-defined database reports	

Design Software (M/502/4572)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for designs	Identify what designs are needed	**Designs or images**: Designs will vary according to the task for example: photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group **Context for designs and images**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats for designs and images**: Will vary according to the content, proprietary and open source formats **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	**Create designs and images**: Draw basic shapes, change properties (eg line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (eg lines, boxes and arrows) **Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour **Check designs and images**: Size, alignment and orientation, suitability of file format
	Use appropriate tools and techniques to manipulate and edit designs	
	Check designs meet needs, using IT tools and making corrections as necessary	

Desktop Publishing (Y/502/4565)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use appropriate designs and page layouts for publications	Identify what types of information are needed	**Types of information**: Text, images, graphics, video, sound **Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation **Local guidelines**: Templates, house style, branding, publication guidelines, styles, colours and font schemes **Publication media**: Web, document, multimedia
	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 publication	Input information into publications so that it is ready for editing and formatting	**Input information**: Using keyboard, mouse, scanner, voice recognition, touch screen, stylus **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine presentation information**: Insert, size, position, wrap, order, group Forms: images, text, graphic elements (eg borders, lines, panels, shading, logos) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	**Edit publications**: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides **Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment
	Select and use appropriate techniques to edit publications and format text	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Manipulate images and graphic elements accurately	**Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border
	Control text flow within single and multiple columns and pages	**Control text flow**: In columns, around images and graphic elements, between pages
	Check publications meet needs, using IT tools and making corrections as necessary	**Check publications**: Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment and formatting

Drawing and Planning Software (J/502/4609)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input, organise and combine information for drawings or plans	Identify what types of 2D shapes and other elements will be needed	**Shapes and other elements**: Shapes will vary according to the required outcome, for example: flow chart shapes, building plan shapes, audit **Other elements**: graphic elements (eg lines, arrows, borders, backgrounds, clip art), text, numbers **Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Templates and blank documents**: Blank documents; existing templates, working from an example document **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	
	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	**Drafting guides**: Grid, snap to grid, snap to shape
	Use appropriate software tools to manipulate and edit shapes and other elements	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate software tools to format shapes and other elements	**Manipulate and edit shapes and other elements**: Will vary, for example: Edit: select, insert, delete, cut, copy, paste, drag and drop, find, replace Text: font, colour, alignment Shapes: size, colour, orientation, connections to other shapes and elements, add labels **Format shapes and other elements**: Will vary, for example: text (eg font, paragraphs, text block, tabs, bullets), lines (eg width, length, colour, endings, beginnings), drawing elements (eg fill, shadow, corners), connections between shapes and other elements **Check drawings and plans**: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements **Presentation methods**: Will vary according to the task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding
	Check drawings and plans meet needs, using IT tools and making corrections as necessary	
	Use appropriate presentation methods and accepted page layouts	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use IT Systems to meet needs	Use correct procedures to start and shutdown an IT System 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	**Start and shutdown procedures:** Log in, enter password, log out, shut down menu, lock, unlock **IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (eg keyboard, mouse or other pointing device), processor, output device (eg screen, printer), storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive) **Interface features:** Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise **System settings:** Window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume **Communication service:** Broadband, dial up, wireless, network connections, mobile device
Organise, store and retrieve information efficiently	Work with files and folders so that it is easy to find and retrieve information Identify what storage media to use Organise and store information, using general and local conventions where appropriate	**File handling**: Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search. Folders: Create and name folders and subfolders **Storage media**: Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device **Organise and store**: Insert, remove, name, label, archive

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Follow and understand the need for safety and security practises	Work safely and take steps to minimise physical stress	**Work safely**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; Organisational guidelines and points of contact **Physical stress**: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions **Minimise risk**: Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution **Information security**: Copies, backup, password, PIN, avoid inappropriate disclosure of information **Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination **Guidelines and procedures**: Set by: employer or organisation **Topic**: Health and safety, security, copyright, netiquette
	Recognise the danger of computer viruses, and how to minimise risk	
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Routine maintenance**: Clean hardware, delete unwanted data; Manufacturer's guidelines; what maintenance can be done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files **Cleaning**: For different components of an IT system; to maintain functionality; to maintain appearance; Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge **Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts **IT problems**: Program not responding, error dialogue, storage full, paper jam
	Identify where to get expert advice	
	Carry out regular routine maintenance of IT systems safely	
	Take appropriate action to handle routine IT problems	

Set up an IT System (Y/502/4209)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	Health and safety issues: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; health and safety point of contact **IT system components:** Will vary according to the set up, for example: Personal computer, monitor, keyboard, mouse (or other pointing device) **Peripheral devices:** Speakers, scanner, games console, joystick; Plug and play devices; default setup routines, printer and other device drivers **Removable storage media:** Disk, CD/DVD, data/memory stick, media card, mobile device, removable hard drive; default setup routines
	Identify any health and safety issues associated with setting up an IT system	
	Connect up the components of an IT system safely, including a printer and other peripheral devices	
	Connect removable storage media to a PC safely	
Connect to an IT communication service	Connect communication hardware safely to a PC	**Communication hardware**: Router, modem, mobile data device, wireless router **Communication service**: Broadband, dial up, wireless, network connections, mobile device
	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	**User interface**: Operating system, date, time, language settings; Set up user account; desktop shortcuts
	Identify what security precautions need to be addressed when connecting to the internet	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Set up and configure virus protection software	**Set up files and software applications**: Software licence; installation disks; manuals; default settings; autosave settings; secure removal/transfer of data
	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	**System tests**: Hardware and software; Print test pages, check files are saved on storage media, open and close applications; open and close files; access network files and applications; certificates and labelling **Communication tests**: Send and receive test email, navigate to ISP website **Report faults**: Helpdesk; information needed by experts; manufacturer's faults
	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	
	Respond to error messages and report faults as appropriate	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for images	Identify what images are needed	**Images**: Designs will vary according to the task for example: photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group **Context and images**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats and images**: Will vary according to the content, proprietary and open source formats **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	
	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	**Create images**: Draw basic shapes, change properties (eg line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (eg lines, boxes and arrows) **Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour **Check images**: Size, alignment and orientation, suitability of file format
	Use appropriate tools and techniques to manipulate and edit images	
	Check images meet needs, using IT tools and making corrections as necessary	

Improving Productivity using IT (T/502/4153)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan the use of appropriate IT systems and software to meet requirements	Identify the purpose for using IT	**Purpose for using IT**: Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed) **Plan task**: What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout **Reasons for choosing IT**: Time, convenience, cost; benefits of IT or manual methods of preparing, processing and presenting the same information; own views on convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity **Legal or local guidelines or constraints**: May include data protection, copyright, software licensing, security; organisational house-style or brand guidelines
	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	
	Select IT systems and software applications as appropriate for the purpose	
	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	**Automated routines**: Short cuts, customised menus and tool bars, run pre-set macros, templates
	Use automated routines that aid efficient processing or presentation	
	Complete planned tasks using IT	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Review outcomes**: Quality of information used, produce drafts, review against initial plans, check with intended audience **IT tools selection**: Time taken, convenience, cost, quality, accuracy **Strengths and weaknesses**: Format, layout, accuracy, clarity for audience **Improvements to work**: Correct mistakes, avoid affecting other people's work, better ways of doing things, learning new techniques
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use a variety of sources of information to meet needs	Use appropriate sources of IT-based and other forms of information to meet needs Identify different features of information Recognise copyright constraints on the use of information	**Sources of information**: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites **Features of information**: Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
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	**Access, navigate and search**: Enter a web address, use a search engine, browse, save and use bookmarks **Search techniques**: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query **Evaluate information**: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use IT to communicate and exchange information	Create, access, read and respond appropriately to email and other IT-based communication	**Email and other IT-based communications**: Open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web conferences, web logs or web based reference sites **Address book**: Add, amend and delete contact entries, contacts list **Schedule activities**: Task list; calendar; send and respond to meeting invitations
	Use IT tools to maintain an address book and schedule activities	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use software applications to meet needs and solve problems	Identify different software applications and give examples of their use	**Software applications**: Types: word processing, spreadsheet, graphics, Internet browser, e-mail, audio and video software **Use:** open and close applications; switch between applications **Types of information:** Text, numbers, images, graphics, sound, data records
	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	**Organise information**: Headings, lists, tables, use of templates, sort, charts and graphs, records, simple calculations **Format information**: Formatting techniques appropriate to the type of information, for example: Text – bullets, numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables Numbers – currency, percentages, number of decimal places Images – size, position **Editing techniques**: Editing techniques appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position **Combine information**: Combine images with text (eg photo with caption); presentation with audio and/or video; numbers with charts and graphs **Page layout**: Size, orientation, margins, page breaks, page numbers, headers, footers, date and time
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Present information in ways that are fit for purpose and audience	Work accurately and proof-read, using software facilities where appropriate for the task	**Work accurately and proof-read**: Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview
	Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate	**Information fit for purpose**: Letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation, budget, invoice, stock list
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	**IT tools selection**: Time taken, convenience, cost, quality, accuracy **Review and modify work**: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience
	Review the effectiveness of the IT tools selected to meet presentation needs	

Multimedia Software (Y/502/4615)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan the content and organisation of multimedia products to meet needs	Use simple techniques to plan the content and organisation of multimedia product	**Plan and communicate**: Flow chart, storyboard, sketches **Multimedia outcome**: Website, CD ROM, animation sequence, presentation **Specification**: No of pages, features, audience, types of content **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	
Obtain, input and combine content to build multimedia outcomes	Select and use an appropriate input device to enter content for multimedia outcomes	**Input device**: Keyboard skills, keyboard shortcuts, mouse Other input methods: voice recognition, touch screen, stylus, digital video or still camera, Dictaphone, microphone **Combine information**: Insert, size, position, wrap, order, group **File format for multimedia outcomes**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	
Use multimedia software tools to edit and format multimedia content to meet requirements	Select and use appropriate techniques to edit and format multimedia outcomes	**Edit multimedia outcomes**: Size, crop and position objects, use layout guides **Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border
	Manipulate images and graphic elements accurately	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	Styles, colours and font schemes: Existing styles and schemes **Check multimedia outcomes**: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements
Play and present multimedia outcomes	Identify what display device to use for multimedia outcomes	**Navigation techniques**: Click, scroll, menus, submenus **Display of multimedia outcomes**: Thumbnail, quarter screen, full screen **Playback controls**: Start, stop, fast forward, rewind, pause **Display settings**: Visual: brightness, contrast; Sound: volume, balance
	Use appropriate techniques to navigate and display multimedia outcomes	
	Control the playback of multimedia files	
	Adjust display settings to meet needs	

Optimise IT System Performance (D/502/4244)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Maintain hardware and software in working order	Identify the operating system and capacity of the computer system	**Computer system**: Make, model, serial number; operating system version; memory capacity; disk capacity **Security software**: Anti-virus, malware. Frequency, timing
	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	**Information storage**: Data files, folders, sub-folders, storage media **File housekeeping**: Following local guidelines and conventions for naming and labelling; organising files, folders and storage media; saving back-ups; deleting unwanted files
	Backup and restore files and folders	
	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	**IT system problems**: Program not responding, paper jam, storage full, error dialogue **Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts
	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	**System settings**: Desktop, input and output settings

Personal Information Management Software (Y/502/4369)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use a calendar to schedule appointments	Create, edit and delete calendar entries	**Recurring appointments**: Daily, weekly, monthly, yearly **Invite to meetings**: Check personal availability **Display appointments**: On screen, for print; display style (month, week, day)
	Arrange recurring appointments	
	Invite others to meetings and monitor attendance	
	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 tasks**: By category, status, target date; respond to task requests **Task progress**: Percentage completion; filters
	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 contacts**: By name; customise display; selected fields; filters **Responsible use**: Password protection, Respect confidentiality; public profiles; trust, data protection
	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	

Presentation Software (K/502/4621)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine text and other information within presentation slides	Identify what types of information are required for the presentation	**Types of information**: Text, numbers, images, graphics, sound **Constraints**: On content: copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines **Combine information for presentations**: Combine images, charts or tables with text by inserting, re-sizing and positioning; use of text boxes **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	Select and use different slide layouts as appropriate for different types of information	
	Enter information into presentation slides so that it is ready for editing and formatting	
	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	
Use presentation software tools to structure, edit and format slides	Select and use an appropriate template to structure slides	**Slide structure**: Layout; use existing templates, designs and styles; organisational guidelines **Edit slides**: Drag and drop, find, replace, undo/redo, size, crop and position objects; wrap text, add lines and simple shapes **Format slides**: Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds
	Select and use appropriate techniques to edit slides	
	Identify what slide structure to use	
	Select and use appropriate techniques to format slides	
Prepare slides for presentation to meet needs	Identify how to present slides to meet needs and communicate effectively	**Present slides**: Timing, content, meaning; organisation of information; audience needs **Prepare slides**: View, re-order, rehearse timing, print slides, print handouts; speaker notes **Check presentation**: Spell check, grammar check, orientation, layout, slide order, text alignment and formatting, accuracy
	Prepare slides for presentation	
	Check presentation meets needs, using IT tools and making corrections as necessary	

Project Management Software (K/502/4618)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create and define a project	Identify the main components of the project management software	**Project information:** Tasks, timescales, resources, stages; Source of information: provided by the person responsible for the project **Store and retrieve:** Files (eg create, name, open, save, save as, print, close, find)
	Identify the information about the project that must be included	
	Create a new project file using templates where appropriate	
	Store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable	
Enter and edit information about project tasks and resources	Identify types of tasks, milestones, deadlines and constraints	**Task types**: Fixed cost, fixed duration, fixed work **Task information**: Duration, status, set reminders **Task calendar**: Working-time calendar, holidays **Project resources**: People, time, costs, equipment
	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	**Editing techniques**: Editing techniques appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
	Update task status in line with progress	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Update information about resources as required	**Tasks status**: Complete, in progress, not yet started
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	**Project reports**: Task progress, project progress, resource allocation and usage, costs **Display project information**: Task lists, resource assignment
	Select and generate project reports using pre-defined formats to meet needs	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use appropriate methods to minimise security risks to IT systems and data	Identify security issues that may threaten system performance	**Threats to system performance**: Unwanted e-mail (often referred to as “spam”), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes **Security precautions**: Use access controls: Physical controls, locks, passwords, access levels; Run anti-virus software, adjust firewall settings, adjust internet security settings; carry out security checks, report security threats or breaches; backup; store personal data and software safely; treat messages, files, software and attachments from unknown sources with caution **Threats to information security**: From theft, unauthorised access, accidental file deletion, use of removable storage media; malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft; unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices **Access to information sources**: Username and password/PIN selection, how and when to change passwords; online identity/profile; Real name, pseudonym, avatar; what personal information to include, who can see the information; Respect confidentiality, avoid inappropriate disclosure of information **Security guidelines and procedures**: Set by: employer or organisation; security, privacy
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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 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	**Types of bespoke information**: Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables **Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combining information techniques**: Insert, size, position, wrap, order, group **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements. File management will vary according to the application.
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 Use appropriate presentation methods and accepted layouts	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example: Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch Process – sort, pre-set queries, simple operator formulas, charts and graphs Formatting – characters, lines, paragraphs, pages, file type

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Check bespoke information: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding

Using Collaborative Technologies (A/502/4378)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Stay safe and secure when using collaborative technology	Follow guidelines for working with collaborative technology	**Guidelines for using collaborative technology**: Guidelines set by your organisation or community of interest; about uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection **Risks when working with collaborative technologies**: Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss Checks on others' identities and different types of information: Compare sources, cross references **Methods to promote trust**: Contact information, membership of professional bodies, recommendations, links
	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	**Connect and configure collaborative technologies**: Connect to another site, check whether both sites are connected **Purposes for collaborative working**: Will vary according to the task, but may include: sharing, displaying and recording information, discussing and reflecting, establishing identity, joining interest groups, developing ideas, contributing to research **Outcomes of collaborative working**: Measurable (eg document, minutes, notes, project plan, transcript); ephemeral (g conversation, agreement); **Collaborative technology tools and devices**: Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem); Software: products, services, sites
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Communication media: Text, audio/spoken, still/video/animated images
Prepare collaborative technologies for use	Use given details to access collaborative technologies needed for a collaborative task	**Access to collaborative technologies**: Download software, agree terms and conditions, register or set up an ID **Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall **Environments for collaborative technologies**: User interface – choose skins, templates; work environment – lighting, position of devices **Permissions**: Web address, phone number, user name and password, access code
	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	**Contributing responsibly**: Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding Archiving collaborative outcomes: Cut, paste, save **Problems with collaborative technologies**: Routine (eg settings, software not responding, hardware connections) **Respond to problems**: Follow on screen help, know who to ask for expert help
	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	

Using Email (J/502/4299)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use email software tools and techniques to compose and send messages	Use software tools to compose and format email messages	**Compose and format e-mail:** Format text (font, size, colour), format paragraphs, spell check **Send e-mail:** To, from, cc, subject; Reply, reply all, forward Receive e-mail: Open message, open attachment **Stay safe:** Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination **Address book:** Add, edit, delete contact entries; distribution list
	Attach files to email messages	
	Send email messages	
	Identify how to stay safe and respect others when using email	
	Use an address book to store and retrieve contact information	
Manage incoming email effectively	Follow guidelines and procedures for using email	**Guidelines and procedures:** Set by employer or organisation, security, copyright; netiquette; password protection **E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments **Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists
	Identify when and how to respond to e- mail messages	
	Read and respond to email messages appropriately	
	Identify what messages to delete and when to do so	
	Organise and store email messages	
	Respond appropriately to common email problems	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Set up the mobile device to meet needs	Set up the mobile device for use 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	**Set up mobile device**: Charging battery; Access (eg password, login); SIM card, connection (eg phone, Internet, cable) **Mobile device interface features**: Display, menu, submenu, toolbar, icon, button, keypad, wheel; start and shutdown **Device settings**: Resolution (eg screen, image), sound (eg mute, volume, ringtone), appearance (eg colour, theme) **Guidelines and procedures**: Set by: employer or organisation, About: health and safety, security, copyright
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	**Mobile applications**: Phone, camera, address book, calendar, media, browser, games, notes, messages, office applications **Applications and files**: Games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, Internet pages, collaborative tools; pdf documents, Office documents, e-books, Flash animations; **Input data**: Touch screen, stylus, keypad, voice command; Create products on the device (documents such as text notes or email, files such as sound recording, image or video capture) **Store and retrieve data**: Files (eg create, name, open, save, save as, print, close, find), folders (eg create, name), navigate (eg menu, tool bar, icon, scroll bar, button)
Transfer data to and from the mobile device	Identify different types of secure connection methods that can be used between devices	**Secure connection**: Password control, Bluetooth, infrared, cable, device pairing; synchronisation software

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Transfer information to and from a mobile device	**Transfer information**: Export, drag and drop, SMS, synchronise; when transfer successful
	Recognise copyright and other constraints on the use and transfer of information	**Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device	**Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination
	Keep information secure when using a mobile device	**Keep information secure**: Username and password/PIN selection; online identity/profile; real name, pseudonym, avatar, what personal information to include, who can see the information, withhold personal information
Maintain the performance of the mobile device	Identify factors that can affect performance of the mobile device	**Mobile device performance**: Battery life; application and file use; device maintenance; network availability, interference
	Use appropriate techniques to maintain the performance of the mobile device	**Maintain performance**: Carry out routine maintenance (battery charging, cleaning of handset, communication settings such as Bluetooth or Wi-Fi turned off when not in use; closing applications after use
	Identify common problems that occur with mobile devices and what causes them	**Mobile device problems**: Compatibility between files, systems and connections; connection lost, card full; low bandwidth
	Identify when to try to solve a problem and where to get expert advice	**Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts
	Use available resources to respond quickly and appropriately to common device problems	

Using the Internet (T/502/4296)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Connect to the Internet	Identify different types of connection methods that can be used to access the Internet	**Connection methods**: LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband; Obtaining access: ISP, user name, password; hardware and software requirements
	Access the Internet or Intranet	
Use browser software to navigate web pages	Use browser tools to navigate webpages	**Browser tools**: Enter, back, forward, refresh, stop, history, new window, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL **Browser settings**: Homepage, autofill, security, pop-ups, appearance, privacy; search engine; toolbars, zoom
	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	**Search techniques**: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query **Information requirements**: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail **References**: History, favourites, bookmarks; links; log useful sites **Download information**: Webpage, website; Images, text, numbers, sound, games, video, TV, music
	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	**Communicate information**: Saved information (pod-casts, text, images), real time information (blogs, instant messaging) **Share information sources**: Send link, send webpage
	Use browser tools to share information sources with others	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Submit information online using forms or interactive sites	**Submit information**: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette
	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	**Safety precautions**: Firewall settings, Internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information **Threats to user safety**: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception; identity theft **Information security**: Username and password/PIN selection, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information; withhold personal information **Minimise risk**: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution **Laws, guidelines and procedures**: Set by employer or organisation relating to health and safety, security; Laws: relating to copyright, software download and licensing
	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	

Video Software (K/502/4392)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use video hardware and software to capture sequences	Identify the input device and associated software to use	**Input devices**: Webcam, video camera, mobile phone; Input techniques: Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop) **File format**: Supported by the software used (eg mpeg, png, wmv, quicktime) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	Use input devices and built-in video 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 video software tools to combine and edit sequences	Identify the video editing software to use for the file format	**Sequence**: Specially recorded, existing; short (eg less than 2 mins), mode (eg b&w) **Combine information**: Audio clips into presentations; **Techniques**: Copy and paste, insert, screen grabs/shots; **Forms of information**: moving images, sound (eg spoken word, music, sound effects) **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	**Display device**: PC, laptop, video camera, mobile phone, handheld video device (eg mp3 player, iPod)
	Identify the display device to use for the sequence	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate combination of software and display device to playback video sequences	**Adjust playback and display settings**: Playback controls (eg start, stop, fast forward, rewind, pause); sound (eg volume); screen size (eg thumbnail, quarter screen, full screen); visual (eg contract, brightness, colour, b&w)
	Adjust playback and display settings so that sequences are presented to meet needs	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use a spreadsheet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs	Numerical and other information: Numbers, charts, graphs, text **Spreadsheet structure:** Spreadsheet components (e.g. cells, rows, columns, tabs, pages, charts) and their layout **Enter and edit:** Enter data into existing spreadsheet, create new spreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns **Store and retrieve:** Save, save as, find, open, close
	Enter and edit numerical and other data accurately	
	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	
Use appropriate formulas and tools to summarise and display spreadsheet information	Identify how to summarise and display the required information	**Summarise and interpret:** Totals and summary information; sorting and display order; lists, tables, graphs and charts. Judgment of when and how to use these methods **Functions and formulas:** Simple arithmetic formulas (add, subtract, multiply, divide), common functions (e.g. Sum, Average, Round). Design of formulas to meet calculation requirements.
	Use functions and formulas to meet calculation requirements	
	Use spreadsheet tools and techniques to summarise and display information	
Select and use appropriate tools and techniques to present spreadsheet information effectively	Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns	**Format cells:** Numbers, currency, percentages, number of decimal places, font and alignment, borders and shading **Format rows and columns:** Height, width, borders and shading **Chart or graph type:** Pie chart, bar chart, single line graph
	Identify which chart or graph type to use to display information	
	Select and use appropriate tools and techniques to generate, develop and format charts and graphs	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate page layout to present and print spreadsheet information	**Format charts and graphs:** Title, chart type, axis titles, legend **Page layout:** Size, orientation, margins, page numbers, date and time **Check spreadsheet information:** Accuracy of numbers, formulas and any text; accuracy of results; suitability of charts and graphs
	Check information meets needs, using spreadsheet tools and making corrections as necessary, which chart or graph type to use to display information	

Website Software (L/502/4630)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan and create web pages	Identify what content and layout will be needed in the web page	**Content and layout**: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures) **Web site templates**: Design lay out will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures) **Combine information**: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **File types**: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	Identify the purpose of the webpage and intended audience	
	Select and use a website design template to create a single web page	
	Enter or insert content for web pages so that it is ready for editing and formatting	
	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	**Website features**: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots)
	Select and use website features to help the user navigate simple websites	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use appropriate editing and formatting techniques Check web pages meet needs, using IT tools and making corrections as necessary	**Editing techniques**: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position **Check web pages**: Spell check, grammar check, word count; image size, alignment and orientation; suitability of file format
Publish web pages to the Internet or an intranet	Upload content to a website Respond appropriately to common problems when testing a web page	**Upload and publish website**: Upload content to a template **Website testing**: View web page using browser software **Problems with websites**: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly

Word Processing Software (L/502/4627)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter, edit and combine text and other information accurately within word processing document	Identify what types of information are needed in documents	**Types of information**: Text, numbers, images, other graphic elements (eg lines, borders) **Keyboard or other input method**: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts Other input methods: voice recognition, touch screen, stylus **Editing tools**: Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find)
	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	**Tables**: Add table, insert and delete rows and columns, adjust column width
	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	**Format characters**: Size, font style (typeface), colour, bold, underline and italic **Format paragraphs**: Alignment, bullets, numbering, line spacing, borders, shading
	Select and use appropriate techniques to format characters and paragraphs	
	Select and use appropriate page layout to present and print documents	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Check documents meet needs, using IT tools and making corrections as necessary	**Page layout**: Size, orientation, margins, page breaks, page numbering; standard document layouts (eg letter, memo) **Check word processed documents**: Spell check, grammar check, typeface and size, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency

Internet Safety for IT Users (H/502/9154)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand the risks that can exist when using the Internet	Identify risks to user safety and privacy	User safety and privacy (eg abusive behaviour [“cyberbullying”], inappropriate behaviour and grooming, abuse of young people, false identities, financial deception) Risks to data security (eg theft of data, hacking, accidental deletion or change to data, Trojans, spyware, adware, phishing, identity theft, avatars, mobile technology – wireless and Bluetooth, default passwords, portable devices – USB devices) Risks to system performance and integrity (eg unwanted email – often referred to as “spam”, worms, viruses, spyware, adware, denial of service, hacking of systems, Trojans, spam) Minimise Internet risks (eg virus-checking software, anti-spam software, firewall, treat messages files software and attachments from unknown sources with caution, internet settings, block sites, parental controls) Reliability of information on websites (eg accuracy, currency, sufficiency, synthesise information from a variety of sources, recognise intention and authority of provider, bias, level of detail, relevance) Precautions to ensure own safety and privacy (eg selection and management of username, password or PIN, including reasons for changing passwords or PINs, length and complexity of passwords, online identity profile, access levels of information, confidentiality content filtering, proxy servers, monitoring and reporting user behaviour)
	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	
	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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use appropriate client software safety and security settings	Protect personal information online (eg username and password/PIN selection and management, password strength, online identity/profile, real name, pseudonym, avatar, what personal information to include, who can see the information, withhold personal information) Cyberbullying (eg chat rooms, email and instant messaging) Report online safety issues (eg abusive behaviour ["cyberbullying"], inappropriate behaviour and grooming, abuse of young people, false identities, financial deception) Help and information on e-safety (eg service provider, legal system, parental controls) Legal constraints on the uploading and downloading of software and other digital content (eg relating to copyright, software download and licensing, digital rights, IPR, Health and Safety, Children Legislation, Data Protection) Precautions to maintain data security (eg use access controls, configure anti-virus software, adjust internet security settings, carry out security checks, report security threats or breaches, backup, store personal data and software safely, treat messages files software and attachments from unknown sources with caution, proxy servers, download security software patches and updates, Loss or theft of valuable and possibly irreplaceable data, cost of replacing lost data, a range of effective backup procedures) Precautions to maintain system performance and integrity (eg set passwords, physical access controls – keypads or locks, anti-
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	

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		virus software, adjust firewall settings, carry out security checks, report security threats and breaches, back up data and software and store appropriately, identify and report possible security threats, download and install software patches and updates, treat messages files software and data from unknown sources with caution, proxy servers) Browser safety and security settings (eg autofill, cookies, security, pop-ups, appearance, privacy, search engine, toolbars, personalisation, accessibility, software updates, temporary file storage) Guidelines and procedures for the safe use of the Internet (eg set by employer or organisation relating to Health and Safety, security, equal opportunities, disability)

Using a Computer Keyboard (J/502/9311)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use a keyboard to enter and edit alphanumeric information accurately	Input information accurately using alphanumeric, punctuation and special character keys as required	**Accuracy:** spell check, grammar check, language and dictionary settings, proof read **Keys:** shift key e.g. upper case, special characters; spacebar; tab key, special character keys, insert, delete, number lock **Check and edit information:** checking accuracy e.g. proof reading, spell and grammar check
	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	**Navigation keys:** arrows, page up, page down, home, end, cursor keys, software specific keys **Application control:** alt+tab for application switch; ctrl+esc for applications list; ctrl+w to close window, alt+F4 to close an application **Improving efficiency:** methods and shortcuts – for example: text selection, drag and drop, file saving; software specific - for example: spreadsheets, word processing, desk top publishing, web authoring
	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	

3.3 Level 2: Learning outcomes and assessment criteria
Audio Software (D/502/4390)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Audio compatibility issues**: Between built-in codec used by input device, available editing software, file formats **Input devices:** Microphone, Dictaphone, mobile phone; difference between analogue and digital; low and high resolution; Input techniques: Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop) **File size**: Small, medium, large, link between size and quality (eg small – low resolution; large – high resolution) **File format**: Proprietary formats supported by software used (eg QuickTime, RealPlayer, iTunes). Container formats: Audio (eg WAV, XMF, AIFF); Audio/video (eg 3GP, AVI, MP4, OGG, MOV) **Information coding and compression**: Codec, compression, difference between lossy and lossless compression **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
	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	**Sequences**: Short (eg 2 mins), medium length (eg 10 mins, 30 mins), colour **Marking-up and editing tools**: Preset by software, key frames, sequences; Cut, copy, paste, sequence **Combine information**: Combine images with sound (eg dub or overlay sound track onto film sequence):
	Select and use appropriate audio software tools to mark-up and edit sequences	
	Organise and combine information for sequences in line with any copyright constraints, including across different software	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Describe how copyright constraints affect use of own and others' information	**Techniques**: Copy and paste, insert, screen grabs/shots, file download (eg connect USB lead, drag and drop), file transfer protocol (FTP) **Forms of information**: sound; pre-recorded, live **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
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 Adjust playback and display settings to enhance the quality of the presentation	**Features and constraints:** Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds **Display device:** PC, laptop, Dictaphone, mobile phone, handheld audio device (eg mp3 player, iPod) **Audio quality issues:** High or low contrast, volume, sound (eg clicks, disjoints, noise) **Adjust playback and display settings:** Playback controls (eg start, stop, fast forward, rewind, pause); sound (eg volume, balance)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine information using bespoke 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	**Types of bespoke information**: Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables **Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combining information techniques**: Insert, size, position, wrap, order, group, import data, links and references to external data
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	**Structures and layouts**: Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
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	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example: Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate methods to present information	Analysis – design queries, mathematical, logical or statistical functions Formatting – characters, lines, paragraphs, pages, file type **Check information**: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound, quality of images and sound, that line, paragraph and page breaks fall appropriately, formatting is consistent, the use of headings and subheadings aid clarity, the placing of images or sound clips **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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 Describe different features of information Recognise copyright and other constraints on the use of information	**Sources of information**: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites **Features of information**: Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
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 Evaluate information to make sure it matches requirements and is fit for purpose	**Access, navigate and search**: Enter a web address, use a search engine, browse save and use bookmarks **Search techniques**: Search key words, quotation marks, search within results relational operators, 'find' or search tool, choice of search engine, multiple search criteria, logical operators, wild cards, database query techniques **Evaluate information**: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail, sufficiency, synthesise information from a variety of sources

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use IT to communicate and exchange information safely, responsibly and effectively	Create, access, read and respond appropriately to email and other IT- based communication, including attachments, and adapt style to suit audience	**Email and other IT-based communications**: Open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web conferences, web logs or web based reference sites **Address book**: Add, amend and delete contact entries, contacts list, distribution list; sort, display selected fields **Schedule activities**: Task list; calendar; send and respond to meeting invitations **Storage of IT-based communications**: Create and maintain message folders and sub-folders; delete unwanted messages; compress, expand and save attachments; archive and retrieve messages **IT-based communication problems**: Difficulties with attachments, e-mail from unknown or misrepresented users, inappropriate content, e-mail intended to cause problems (SPAM or chain mail), size limits, software that causes problems (viruses, spyware, key loggers)
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Access, enter and edit accounting information	Describe the sources and characteristics of accounting data	**Characteristics of accounting data**: unique references; codes; statutory requirements; editing restrictions **Enter accounting data**: Use of data entry form and wizards; add/amend record (customer record, supplier record, nominal ledger, stock record) **Locate and display**: Search, sort, print records, filters **Check data**: Spell check, format, consistency, remove duplication, verify data; edit details; check calculations; check coding; file maintenance, check others' work **Data entry errors**: Due to field size, data type, validation checks; duplicate records, format, using help; data that does not fit parameters, alerts, reminders; problems with forms **Security risks and procedures**: Access control; authorised use, confidentiality, personal data, password protection and management, user authentication **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	
	Describe the risks to data security and procedures used for data protection	
	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	**Process transactions**: Number of items: single items, batches. Create, copy, check, save. Types of transactions may include: Post invoice; receipts; payments, journals, contra entries. From: bank statement, cheque book, paying-in book, e-commerce
	Review transaction process and identify any errors	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Respond appropriately to any transactions errors and problems	**Transaction errors and problems**: Duplication, accuracy, limits of own responsibility, process for reporting errors and problems **Period end**: Will vary according to task but may include: Month end, post depreciation, budgets, standing orders
	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	**Accounting documents**: Will vary according to task, but may include for example: Invoice, sales order, purchase order, statement. To screen, printed, for e-mail **Management reports**: Will vary according to task, but may include for example: audit trail, trial balance; customer activity; day book, aged creditor/debtor analysis **Export and link data**: For mail merge, spreadsheet analysis, requirements for internet banking, stock control system, online ordering system, budget update; Other file formats (eg csv, xls)
	Prepare and generate accounting documents	
	Prepare and generate management reports as required	
	Import and export data and link to other systems and software	

Data Management Software (J/502/4559)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter, edit and maintain data records in a data management system	Describe the risks to data security and procedures used for data protection	**Benefits of data management system**: Accessible, reliable, rapid access, shared view, up-to-date, accurate, secure; simplifies data handling **Enter data**: Use of data entry form, create new record, add record to table, create new record, add record to table, select and update fields; groups of records **Amend data records**: Find, search and replace; edit record; sort, filter, use wildcards and search operators; category **Check data records**: Spell check, format, accuracy, consistency, remove duplication, verify data; data validation techniques; record housekeeping **Error messages**: Due to field size, data type, validation checks; duplicate records; format; using help; system access **Security risks and procedures**: Access control; authorised use, confidentiality, personal data, password protection and management, user authentication **Guidelines for data storage and use**: Set by: employer or organisation. Topics covered: security, backup, data format, compliance and reporting, data protection, confidentiality
	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	**Search and retrieve**: Alphanumeric sort, filter, single criteria, multiple criteria, save queries and output **Reports**: Standard reports, customised reports; reports with multiple parameters
	Select and use queries to search for and retrieve information to meet given requirements	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Create and view reports to output information from the system to meet given requirements	

Database Software (M/502/4555)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create and modify nonrelational database tables	Identify the components of a database design	**Database design:** What types of information are stored, use of data entry form, routine queries, how data is structured in a single table non-relational database; use of indexes and key field to organise data **Data integrity:** Unique not null primary key; field characteristics; data validation; consistency, completeness, accuracy; Effect of malicious or accidental alteration; **Modify database table:** Add/amend/delete field; field characteristics **Field characteristics**: Data type, field name, field size, format, validation; primary key **Problems with database tables:** Redundant data, duplication, table structure, field characteristics and validation; sources of help
	Describe the field characteristics for the data required	
	Create and modify database tables using a range of field types	
	Describe ways to maintain data integrity	
	Respond appropriately to problems with database tables	
	Use database tools and techniques to ensure data integrity is maintained	
Enter, edit and organise structured information in a database	Create forms to enter, edit and organise data in a database	**Enter, edit and organise data:** Select and update fields, create new records, locate and amend records; using wildcards, search operators; error checking; data validation **Format data entry forms:** Field characteristics and layout, tables, colour, lookups **Check data entry:** Spell check, format, accuracy, consistency, completeness, validity, security **Data entry errors:** Due to field size, data type, validation checks; using help; deal with data that does not fit parameters, alerts, reminders; problems with forms
	Select and use appropriate tools and techniques to format data entry forms	
	Check data entry meets needs, using IT tools and making corrections as necessary	
	Respond appropriately to data entry errors	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use database software tools to run queries and produce reports	Create and run database queries using multiple criteria to display or amend selected data	**Database queries:** Alphanumeric sort, filter, single criteria, multiple criteria; save queries and output **Database reports:** Using menus, wizards or shortcuts; selected fields; selected records **Formatting database reports:** Data fields; page and section layout; add text or images; adjust page setup for printing **Check reports:** Completeness, accuracy, security, sorting, formatting, layout
	Plan and produce database reports from a single table non-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	

Design Software (T/502/4573)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for designs	Describe what designs are needed	**Designs:** Designs will vary according to the task for example, photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group, import data, links and references to external data **Context for designs**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats for designs and images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (eg svg, wmf, eps, ai) Open formats (eg html, odf, pdf and rtf) Proprietary formats (eg pub and qxd) Method of compression (lossy, non-lossy)
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
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	**Technical factors affecting designs**: Page or canvas size; colour mode; file size and format; difference between screen and print resolution
	Select and use suitable techniques to create designs	**Create designs**: Draw basic shapes and adjust properties (eg line width, fill colour, transparency); download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image manipulation software
	Use guidelines and dimensioning tools appropriately to enhance precision	
	Select and use appropriate tools and techniques to manipulate and edit for designs	**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup, change templates, filters to create special effects, orders and layers
	Check designs meet needs, using IT tools and making corrections as necessary	**Check designs:** Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution
	Identify and respond to quality problems with designs to make sure that they meet needs	**Quality problems with designs:** Will vary according to the content, for example, levels, contrast, resolution

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use appropriate designs and page layouts for publications	Describe what types of information are needed	**Types of information**: Text, images, graphics, video, sound **Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation, proportion **Local guidelines**: Templates, house style, branding, publication guidelines, existing styles and schemes, refinements to styles and schemes **Publication media**: Web, document, multimedia
	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	**Input information**: using keyboard, mouse, scanner, voice recognition, touch screen, stylus **Combine information for publications**: Combine images with text and graphic elements (eg borders, lines, panels, shading, logos) import information produced using other software, reference external information with hyperlinks, object linking or embedding **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **File formats for designs and images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png)
	Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software	
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Vector graphics (eg svg, wmf, eps, ai) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
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 Identify and respond to quality problems with publications to make sure they meet needs	**Edit publications**: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides **Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment **Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border **Control text flow**: In columns, around images and graphic elements, between pages **Check publications**: Spell check; grammar check, word count, completeness, accuracy, orientation, layout, text alignment and formatting **Quality problems with publications**: Will vary according to the content, for example, text (eg colour, size, style), images (eg orientation, size, position, cropping)

Drawing and Planning Software (A/502/4610)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input, organise and combine information for drawings or plans	Identify what types of shapes and other elements will be needed	**Shapes and other elements**: Shapes will vary according to the required outcome, for example: flow chart shapes, building plan shapes, audit **Other elements:** graphic elements (eg lines, arrows, borders, backgrounds, clip art), text, numbers **Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Templates and blank documents**: Blank documents; existing templates, working from an example document; adapt templates, create new templates **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
	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	**Drafting guides:** Grids, snap to grid, snap to shape, rulers, guidelines **Manipulate and edit shapes and other elements**: Will vary, for example: Edit: select, insert, delete, cut, copy, paste, drag and drop, find, replace Text: font, colour, alignment Shapes: size,
	Select and use appropriate software tools to manipulate and edit shapes and other elements with precision	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes	colour, orientation, connections to other shapes and elements, add labels **Format shapes and other** elements: Will vary, for example: text (eg font, paragraphs, text block, tabs, bullets), lines (eg width, length, colour, endings, beginnings), drawing elements (eg fill, shadow, corners), connections between shapes and other elements. Protection: length, width, axis. Behaviour: interaction, selection highlighting **Check drawings and plans**: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements **Quality problems with drawings and plans**: Will vary according to the content, for example, text (eg formatting, styles, positioning), shapes (eg size, position, orientation), other elements (eg scale, thickness, colour, connections), page layout **Presentation methods**: Will vary according to the task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for images	Describe what images are needed	**Images**: Designs or images will vary according to the task for example, photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group, import data, links and references to external data **Context for images**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats for images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (eg svg, wmf, eps, ai) Open formats (eg html, odf, pdf and rtf) Proprietary formats (eg pub and qxd) Method of compression (lossy, non-lossy)
	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	
	Store and retrieve files effectively, in line with local guidelines and conventions where available	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
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	**Technical factors affecting images**: Page or canvas size; colour mode; file size and format; difference between screen and print resolution
	Select and use suitable techniques to create images	**Create images**: Draw basic shapes and adjust properties (eg line width, fill colour, transparency); download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image manipulation software
	Use guidelines and dimensioning tools appropriately to enhance precision	
	Select and use appropriate tools and techniques to manipulate and edit for images	**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup, change templates, filters to create special effects, orders and layers
	Check images meet needs, using IT tools and making corrections as necessary	**Check images**: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution
	Identify and respond to quality problems with images to make sure that they meet needs	**Quality problems with images**: Will vary according to the content, for example, levels, contrast, resolution

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan, select and use appropriate IT systems and software for different purposes	Describe the purpose for using IT	**Purposes for using IT**: Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed) **Plan task**: What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout, priorities **Factors that may affect the task**: Access to information, steps that need to be taken in advance, availability of time, budget and resources; audience need **Reasons for choosing IT**: Time, convenience, cost; benefits of IT or manual methods of preparing, processing and presenting the same information; own views on convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity, any difficulties people have in using IT, **Legal or local guidelines or constraints**: May include data protection, copyright, software licensing; security; organisational house-style or brand guidelines
	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	
	Describe any factors that may affect the task	
	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	**Review use of IT tools**: Gather information to help make judgements, analyse information about whether the IT tools and techniques are appropriate to the task and intended outcome
	Describe whether the IT tools selected were appropriate for the task and purpose	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Assess strengths and weaknesses of final work	**IT tools selection**: Time taken, convenience, cost, quality, accuracy, range of facilities, versatility, transferability of information into other formats, speed of Internet connection, time constraints of downloading large files **Strengths and weaknesses** of final work: Format, layout, accuracy, clarity for audience, structure, style, quality **Improvements to work**: Correct mistakes, avoid affecting other people's work, more efficient and effective ways of doing things, learning new techniques **Review outcomes**: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience, effect of own mistakes on others
	Describe ways to make further improvements to work	
	Review outcomes to make sure they match requirements and are fit for purpose	
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	**Ways to improve productivity and efficiency**: Save time, save money, streamline work processes, increase output, improve quality of outputs; cost of solution **Develop solutions**: Set up short cuts, customise interface, record macros
	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	

Multimedia Software (D/502/4616)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Plan and communicate**: Flow chart, storyboard, sketches **Multimedia outcome**: Website, CD ROM, animation sequence, presentation **Specification**: No of pages, features, audience, types of content, interactive elements **Interactive features and transitions**: Menus, submenus, buttons, links, pop-ups, video clips, sound clips **Design layout**: Organisation of information, size, frames, orientation, consistency **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	
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	**Input device**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combine information**: Insert, size, position, wrap, order, group; import data, links and references to external data File format for multimedia outcomes: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
Use multimedia software tools to edit and format multimedia content to meet requirements	Select and use appropriate techniques to edit and format multimedia outcomes	**Edit multimedia outcomes**: Size, crop and position objects, use layout guides; Existing styles and schemes for font (typeface), size, orientation, colour, alignment **Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border Styles, colours and font schemes: Existing styles and schemes **Check multimedia outcomes**: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements **Quality problems**: Will vary according to the content, for example, sound (eg noise, volume), images (eg levels, contrast, unwanted content), text (eg clarity, spelling, grammar, structure)
	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	
Play and present multimedia outcomes	Described what combination of display device and software to use for displaying different multimedia file formats	**Display devices**: PC, laptop, mobile device, TV **Display of multimedia outcomes**: Thumbnail, quarter screen, full screen, screen resolution, data bandwidth, transmission speeds, output media **Navigation techniques**: Click, scroll, menus, submenus **Playback controls**: Start, stop, fast forward, rewind, pause
	Select and use appropriate software for displaying multimedia outcomes	
	Select and use appropriate navigation techniques and playback controls to suit the files	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Adjust the display settings of the software and display device to present outcomes effectively	**Display settings**: Visual: brightness, contrast, screen resolution, colour balance, monochrome **Sound**: volume, treble, bass, balance; Animation: speed

Optimise IT System Performance (H/502/4245)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Keep computer hardware and software operating efficiently	Describe the main features and functions of the computer operating system	**Computer system**: Make, model, serial number; operating system version; memory capacity; disk capacity **Security software**: Anti-virus, malware. Frequency; timing; updates, firewall settings **Network settings**: Remote access, connections and shared network folders, configure remote access settings, power management
	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	
	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	**Information storage**: Data files, folders, sub-folders, storage media; archives **File housekeeping**: Naming and labelling conventions; organising files, folders and storage media; saving back-ups; deleting unwanted files; changing default settings for saving data; properties; disk partitions
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Troubleshoot and respond to common IT system problems and errors	Describe common IT system problems and what causes them	**IT system problems**: Program not responding, paper jam, storage full, error dialogue, virus threat, memory low, connection loss **Record IT system problems**: Error log, description, frequency of occurrence, severity **Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts, where to get advice to deal with different hardware and software problems
	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	
	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	**System settings**: Desktop, input and output settings; display settings, multiple monitors **Optimise performance**: Memory management; power management; disk partition
	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	**Upgrade software**: Benefits of upgrading; drawbacks of not upgrading; the need to check compatibility of software and hardware upgrades with other parts of the system **Maintain software**: Install software patches and upgrades
	Use appropriate techniques to maintain software	
	Locate and install driver files for different devices	

Personal Information Management Software (L/502/4370)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use calendars to schedule appointments and meetings	Create, edit and delete multiple calendar entries	**Display appointments**: On screen, for print; display style; filters, views, by category; customise calendar settings; multiple calendars; search and retrieve; public calendars **Invite to meetings**: Check availability, notify participants; propose alternative times; display other users' calendars; identify conflicts and free time **Create reminders**: Set alarms; send reminders to mobile devices and message services; RSS feeds **Import and export**: iCalendar, vCalendar; link tasks to calendar; synchronise calendar with mobile device **Share calendars**: Multiple calendars, user permission levels, open source and online calendars; subscribe to other calendars. **Organise notes:** By category, colour, date
	Arrange recurring appointments	
	Invite others to meetings and monitor attendance	
	Respond to meeting requests from others	
	Create reminders for calendar appointments and events	
	Locate, organise and display appointments and events as required	
	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 tasks:** By category, status, target date; assign and respond to task requests; filters **Work collaboratively:** Multiple tasks, user permission levels; composite tasks Task progress: Percentage completion; postpone task
	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	**Update contacts**: Multiple entries for single person; automatic updates; assign category **Organise contacts**: By category, name, company; customise display, selected fields; filters; multiple contacts
	Locate, organise and display contact information efficiently	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Create additional contact lists to separate work and leisure contacts	**Responsible use**: Password protection, Respect confidentially; public profiles; trust, data protection **Select and export contacts**: Selected fields; selected contacts; for transfer to mobile device, merge with other software **Share contact information**: Beam between mobile devices, vcard
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine text and other information within presentation slides	Identify what types of information are required for the presentation	**Types of information**: Text, numbers, images, graphics, sound, video **Images, video or sound for presentations**: Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats Pre-recorded audio/video clips; audio and video formats **Charts and tables for presentations**: Table, pie chart, graph, diagram, organisational chart, flowchart **Combine information for presentations**: Combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software; reference external information with hyperlinks **Constraints**: On content: copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (eg environment, timing) **Store and retrieve**: Save, save as, find, open, close; naming protocols; reducing file size, save presentation as a stand alone show or as web pages
	Enter text and other information using layouts appropriate to type of information	
	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	**Slide structure**: Layout; use existing templates, designs and styles, organisational guidelines; adapt and create new templates **Presentation effects**: Video, sound, animation, slide transitions, visual and sound effects, hyperlinks
	Select, change and use appropriate templates for slides	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate techniques to format slides and presentations	**Edit slides**: Size, crop and position objects; wrap text, add captions and graphic elements, slide order; change orientation **Animation and transition effects**: Adding and removing hyperlinks; apply and create transitions, apply animations **Format slides**: Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides; themes
	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	
Prepare slideshow for presentation	Describe how to present slides to meet needs and communicate effectively	**Present slides**: Timing, content, meaning; organisation of information; audience needs; location **Prepare slides**: View and re-order slides; rehearse timing and effects; set up and amend slide show settings; print slides, handouts and speaker notes **Check presentation**: Spell check; grammar check, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings **Quality problems with presentations**: Will vary according to the content, for example: Text: Formatting, styles Images: Size, position, orientation Effects: Timing, brightness, contrast, sound levels, order of animations
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create and define a project	Identify the critical information about the project that must be included	**Project information**: Tasks, timescales, resources, stages, constraints; Source of information: provided by the person responsible for the project **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
	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	**Task types**: Fixed cost, fixed duration, fixed work; critical, recurring **Task information**: Duration, status, set reminders, priority, assign resources, constraints, deadlines, outlines **Task calendar**: Working-time calendar, holidays, customise, charts (eg Gantt chart) **Task duration**: PERT analysis **Resources**: People, time, costs, equipment
	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	
	Adjust templates for project information	
	Set up and edit dependencies between tasks	
Update information about project progress	Describe the methods to update and report information about project progress	**Editing techniques**: cut, copy, paste ….

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use editing and formatting techniques to update project elements	**Task status**: Complete, in progress, not started percentage
	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	**Project reports**: task progress, project progress, resource allocation and usage, costs **Display project information**: Task lists, resource assignment, project costs, critical path,
	Use filtering and formatting techniques to display project information to meet needs	
	Share project information with other applications	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use appropriate methods to minimise security risk to IT systems and data	Describe the security issues that may threaten system performance	**Threats to system performance**: Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes **Security precautions**: Use access controls. Configure anti-virus software, adjust firewall settings, adjust internet security settings; carry out security checks, report security threats or breaches; backup; store personal data and software safely; treat messages, files, software and attachments from unknown sources with caution; proxy servers; download security software patches and updates; **Threats to information security**: From theft, unauthorised access, accidental file deletion, use of removable storage media; malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft; unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices **Access to information sources**: Username and password/PIN selection and management, password strength; how and when to change passwords; online identity/profile; Real name, pseudonym, avatar; what personal information to include, who can see the information; Respect confidentiality, avoid inappropriate disclosure of information **Protect systems and data**: Access controls: Physical controls, locks, passwords, access levels. Security measures: anti-virus software, firewalls, security software and settings. Risk assessment; anti-spam software, software updates
	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	
	Select and use effective backup procedures for systems and data	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Security guidelines and procedures: Set by: employer or organisation; security, privacy, legal requirements; how to use products to ensure information security within organisations

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Health and safety issues**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; health and safety point of contact **IT system performance**: Processor speed, memory size, storage capacity, network capability **IT system components**: Will vary according to the set up, for example: Personal computer, monitor, keyboard, mouse (or other pointing device) **Peripheral devices**: Speakers, modem, scanner, games console, joystick; TV, data projector, white board; Plug and play devices; customised setup routines, printer and other device drivers **Storage media**: Disk, CD/DVD, data/memory stick, media card, mobile device, removable hard drive; customised setup routines
	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	**Communication hardware**: Router, modem, mobile data device, wireless router **Data transfer**: Which combinations of hardware and software offer different data transmission speeds; download capacity **Communication service**: Broadband, dial up, wireless, network connections, mobile device, ISP
	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)	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Install and configure software for use	Configure the user interface to meet needs	**User interface**: Operating system, date, time, language settings; Set up user account; desktop shortcuts; customise start-up **Set up applications**: Software licence; installation disks; manuals; customised settings; download software; map network drive; register software
	Describe what security precautions need to be addressed	
	Set up and configure virus protection software	
	Install and set up application software to meet needs	
	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	**Compatibility issues**: What problems can occur when hardware, software and operating systems are not compatible; why compatibility standards are needed **Health and safety issues**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; health and safety point of contact **IT system performance**: Processor speed, memory size, storage capacity, network capability; graphics; display adapter **IT system components**: Will vary according to the set up, for example: Personal computer, monitor, keyboard, mouse (or other pointing device) **Peripheral devices**: Speakers, modem, scanner, games console, joystick; TV, data projector, white board; Plug and play devices; customised setup routines, printer and other device drivers
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Storage media: Disk, CD/DVD, data/memory stick, media card, mobile device, removable hard drive; customised setup routines; backup media **Reasons for choosing storage media**: Performance, capacity, accessibility, portability, security

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use appropriate software applications to meet needs and solve problems	Describe what types of information are needed	**Software applications: Types**: word processing, spreadsheet, graphics, Internet browser, e-mail, audio and video software Open and close applications, switch between applications **Types of information**: Text, numbers, images, graphics, sound, data records
	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	**Organise information**: Headings, lists, tables, use of templates, sort, charts and graphs, records, simple calculations, structure of information, document layout **Format information**: Formatting techniques appropriate to the type of information, for example: Text – bullets, numbering, alignment, tabs, line spacing, colour, font, style, size Numbers – currency, percentages, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders Images – size, position Tables – horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading **Editing techniques**: Editing techniques appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position, change templates **Combine text and images:** Insert, size, position, captions, text alignment text wrap, use of text boxes, behind, in front, grouping
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Combine information: Combine images with text (eg photo with caption); presentation with audio and/or video; numbers with chards and graphs; text alignment, captions, text wrap; behind, in front, grouping **Page layout:** Size, orientation, margins, portrait, landscape page breaks, page numbers, date and time, columns, header, footer adjust page set up for printing
Present information in ways that are fit for purpose and audience	Work accurately and proof-read, using software facilities where appropriate 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	**Work accurately and proof-read**: Ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview **Information fit for purpose**: Letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation, budget, invoice, stock list, multi-page brochure, multi-entry catalogue **Quality issues**: Formatting, page layout, structure, clarity, accuracy
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	**IT tools selection**: Time taken, convenience, cost, quality, accuracy, range of facilities, versatility, transferability of information into other formats, speed of Internet connection, time constraints of downloading large files **Review and modify work**: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine information using specialist applications	Input relevant information accurately so that it is ready for processing	**Types of bespoke information**: Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables **Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combining information techniques**: Insert, size, position, wrap, order, group, import data, links and references to external data
	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	**Structures and layouts**: Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	
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	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example: Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch
	Check information meets needs, using IT tools and making corrections as necessary	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate methods to present information	Analysis – design queries, mathematical, logical or statistical functions Formatting – characters, lines, paragraphs, pages, file type **Check information**: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound, quality of images and sound, that line, paragraph and page breaks fall appropriately, formatting is consistent, the use of headings and subheadings aid clarity, the placing of images or sound clips **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Enter and edit**: Insert data into single and multiple cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns; use absolute and relative cell references, add data and text to a chart **Numerical and other information**: Numbers, charts, graphs, text, images **Spreadsheet structure**: Spreadsheet components (eg cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout **Store and retrieve**: Save, save as, find, open, close, open CSV file in spreadsheet application, save spreadsheet file as CSV; templates
	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	Identify which tools and techniques to use to analyse and manipulate data to meet requirements	**Analyse and manipulate**: Totals, sub-totals and summary data; sorting and display order; lists, tables, graphs and charts; filter rows and columns; Judgment of when and how to use these methods **Functions and formulas**: Design of formulas to meet calculation requirements; mathematical, statistical, financial, conditional; logical functions
	Select and use a range of appropriate functions and formulas to meet calculation requirements	
	Use a range of tools and techniques to analyse and manipulate data to meet requirements	
Select and use tools and techniques to present and	Plan how to present and format spreadsheet information effectively to meet needs	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
format spreadsheet information	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets	**Format cells**: Numbers, currency, percentages, number of decimal places, font and alignment, shading and borders; date and time formats, wrap text **Format rows and columns**: Height, width, borders and shading, hide, freeze, **Format charts and graphs**: Format charts and graphs: Chart type (eg pie chart, bar chart, single line graph, area, column, x-y scatter, stock, radar, doughnut, surface), title, axis titles, legend, change chart type, move and resize chart **Page layout**: Size, orientation, margins, header and footer, page breaks, page numbers, date and time, adjust page set up for printing Check spreadsheet information: Accuracy of numbers, formulas and any text; accuracy of results; suitability of charts and graphs; reveal formulae; layout and formatting; validity and accuracy of analysis; clarity of overall spreadsheet **Problems with spreadsheets**: Using help; sorting out errors in formulas, circular references
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use IT systems to meet a variety of needs	Use correct procedures to start and shutdown an IT system 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 Use appropriate terminology when describing IT systems	**Start and shutdown procedures**: Log in, enter password, log out, shut down menu, lock, unlock; non-routine start-up, restart, safe mode, power management, stand-by **IT system**: Will vary according to the set up, for example: computer (PC, laptop), input device (eg keyboard, mouse or other pointing device), processor, output device (eg screen, printer), storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive)**Interface features**: Desktop, windows, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise, wizards, shortcuts **System settings**: Desktop, input and output settings; multiple monitors; accessibility settings, date and time; shortcuts, display settings **Communication service**: Broadband, dial up, wireless, network connections, mobile device, ISP
Manage information storage and retrieval appropriately	Manage files and folders to enable efficient information retrieval Identify when and why to use different types of storage media Organise and store information, using general and local conventions where appropriate	**File handling**: Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search; properties, access control, size; file types **Folders**: Create and name folders and subfolders, change default settings, file housekeeping **Storage media**: Disk, CD, DVD, data/memory stick, media card, hard drive, network drive, mobile device **Organise and store**: Insert, remove, name, label, archive, share, permissions

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Follow and understand the need for safety and security practices	Work safely and take steps to minimise physical stress	**Work safely**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; Organisational guidelines and points of contact; risk assessment; safe disposal of IT equipment and consumables **Physical stress**: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests; workspace; working conditions **Minimise risk**: Virus-checking software, treat files, software and attachments from unknown sources with caution; anti-spam software, firewall; **Information security**: Copies, backup, password, PIN, avoid inappropriate disclosure of information **Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination **Guidelines and procedures**: Set by: employer or organisation **Topic**: Health and safety, security, copyright, netiquette, data protection, child protection, equal opportunity, accessibility
	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	

Using Collaborative Technologies (F/502/4379)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Guidelines for using collaborative technology**: Guidelines set by your organisation or community of interest; about uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection **Risks when working with collaborative technologies**: Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss, from unwanted or inappropriate content or access, back-ups, data exporting **Methods to promote trust**: Contact information, membership of professional bodies, recommendations, links, policies, standards Checks on others' online identities: Compare sources, cross references
	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	
	Carry out appropriate checks on others' online identities and different types of information	
	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	**Purposes for collaborative working**: Will vary according to the task, but may include: sharing, displaying and recording information, discussing and reflecting, establishing identity, joining interest groups, developing ideas, contributing to research, carrying out research, exporting information to other formats, establishing communities of interest, managing identities, managing data **Outcomes of collaborative working**: Measurable (eg document, minutes, notes, project plan, transcript); ephemeral (eg conversation, agreement), whether an audit trail is needed
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	technology tools and devices	**Collaborative technology tools and devices**: Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem); Software: products, services, sites **Communication media**: Text, audio/spoken, still/video/animated images **Connect and configure collaborative technologies**: Connect to another site, check whether both sites are connected, connect to multiple sites, check when multiple sites are connected, adjust clarity **Compatibility issues**: Between browser software, operating systems, plug-ins
	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	**Access to collaborative technologies**: Download software, agree terms and conditions, register or set up an ID; accessibility issues, adjusting access settings **Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall **Environments for collaborative technologies**: User interface – choose skins, templates, widgets, wizards, cut and paste from other sources; work environment – lighting, position of devices **Managing data for collaborative working**: Sources, subscription details, terms and conditions; aims of data management; benefits, features and limitations of networks and feeds **Permissions**: Web address, phone number, user name and password, set up user names and access codes
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Contribute to tasks using collaborative technologies	Select and join networks and data feeds to manage data to suit collaborative tasks	**Contributing responsibly**: Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding; legal and cultural issues **Moderating collaborative working**: Reporting inappropriate content; checking posts **Archiving outcomes**: Cut, paste, save; record, transcribe **Problems with collaborative technologies**: routine (eg settings, software not responding, hardware connections); non-routine (eg access, transmission speed, bandwidth) **Respond to problems**: Follow on screen help, know who to ask for expert help; use diagnostic wizards, check bandwidth
	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	

Using Email (M/502/4300)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use email software tools and techniques to compose and send messages	Select and use software tools to compose and format email messages, including attachments	**Compose and format e-mail:** Format text (font, size, colour); format paragraphs (alignment, bullets, numbered list), spell check, priority; format (rtf, plain text, html), draft, signature, page set up, backgrounds, sound, movie, hyperlink, work on- and offline **Message size:** Managing attachments; mailbox restrictions; methods to reduce size **Send e-mail:** To, from, cc, bcc, subject; Reply, reply all, forward, distribution list, reply with history; options, set message flags for priority, confidentiality, response request, vote **Receive e-mail:** Open message, open attachment **Stay safe:** Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination **Address book:** Add, edit, delete contact entries; contacts list, distribution list, sort, display selected fields
	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 email effectively	Follow guidelines and procedures for using email	**Guidelines and procedures:** Set by employer or organisation, security, copyright; netiquette; password protection **E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments **Automate responses:** Rules, automatic replies, changing settings to deal with junk mail, out of office
	Read and respond to email messages appropriately	
	Use email software tools and techniques to automate responses	
	Describe how to archive email messages, including attachments	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Organise, store and archive email messages effectively	**Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression
	Respond appropriately to email problems	**Email problems:** Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses, messages intended to cause problems; mailbox full

Using Mobile IT Devices (K/502/4375)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Set up and customise the mobile device to meet needs	Describe the purpose of the different features and drawbacks of the mobile device	**Access mobile network**: Connection protocols; VOIP, SMS **Set up mobile device**: Charging battery; Access (eg password, login); SIM card, new connection (eg phone, Internet, cable); network settings **Interface features**: Display, menu, submenu, toolbar, icon, button, keypad, wheel; start and shutdown; shortcut keys; voice activation **Device settings**: Resolution (eg screen, image), sound (eg volume, ringtone), appearance (eg colour, theme); user profile **Guidelines and procedures**: Set by: employer or organisation, About: health and safety, security, copyright, data protection, child protection, obscenity, equal opportunities, access
	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	
Select and use applications and files on the mobile device	Select and use applications and files on the mobile device for an appropriate purpose	**Mobile applications and files**: Games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, Internet pages, collaborative tools; pdf documents, Office documents, e-books, Flash animations; Naming protocols; adding applications **File formats**: Naming protocols; file size **Input data**: Touch screen, stylus, keypad, voice command; Create products on the device: (documents such as text notes or email, files such as sound recording, image or video capture)
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve data: Files (eg create, name, open, save, save as, print, close, find), folders (eg create, name), navigate (eg menu, tool bar, icon, scroll bar, button); save to card, save to memory
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	**Secure connection**: Password control, Bluetooth, infrared, cable, device pairing; synchronisation software, connection settings **Transfer information**: Export, drag and drop, SMS, when transfer successful; change SIM card **Synchronise mobile device**: Files, calendar, address book, tasks; With laptop, desktop **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions, **Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination **Keep information secure**: Username and password/PIN selection and management, password strength; how and when to change passwords; Respect confidentiality, avoid inappropriate disclosure of information
	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	
	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	**Mobile device performance**: Battery life; application and file use; device maintenance; network availability, interference

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use appropriate techniques to optimise the performance of the mobile device	**Maintain performance**: Carry out routine maintenance (battery charging, cleaning of handset, communication settings such as Bluetooth or Wi-Fi turned off when not in use; closing applications after use; battery management **Fault-finding procedures**: Re-start procedures -soft and hard re-boot options and consequent issues relate to the new settings, manual/guide information accompanied with the device, online guidance; using help **Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts, use diagnostic tools and wizards
	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	

Using the Internet (A/502/4297)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Connect to the Internet	Identify different types of connection methods that can be used to access the Internet	**Connection methods**: LAN, VPN, modem, router, wireless, dial-up, broadband; cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology; intranet server (eg via parallel, serial or USB connections) **Benefits and drawbacks of connection methods**: Speed, stability, services offered by ISP, accessibility
	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	**Browser tools**: Enter, back, forward, refresh, stop, history, bookmark, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL, save web address **Browser settings**: Homepage, autofill, cookies, security, pop-ups, appearance, privacy, search engine, zoom, personalisation, accessibility; software updates, temporary file storage **Browser performance**: Delete cache, delete temporary files, work offline, save websites
	Identify when to change settings to aid navigation	
	Adjust browser settings to optimise performance and meet needs	
	Identify ways to improve the performance of a browser	
Use browser tools to search for information from the Internet	Select and use appropriate search techniques to locate information efficiently	**Search techniques**: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query; choice of search engine, multiple search criteria, logical operators, wild cards **Information requirements**: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail, sufficiency, synthesise information from a variety of sources
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		References: History, favourites, bookmarks; links, log useful sites, RSS, data feeds, saved search results; **Download information**: Webpage, website; Images, text, numbers, sound, games, video, TV, music
Use browser software to communicate information online	Identify opportunities to create, post or publish material to websites	**Communicate information**: Saved information (pod-casts, text, images), real time information (blogs, instant messaging), file transfer protocol [FTP], hypertext transmission protocol [http]; VOIP **Share information sources**: Send link, send webpage, reference lists; **Submit information**: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette;
	Select and use appropriate tools and techniques to communicate information online	
	Use browser tools to share information sources with others	
	Submit information online	
	Apply laws, guidelines and procedures for safe and secure Internet use	
	Describe the threats to system performance when working online	
	Describe the threats to information security when working online	

Video Software (M/502/4393)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Video compatibility issues**: Between built-in codec used by input device, available editing software, file formats **Input devices:** Webcam, video camera, mobile phone; difference between analogue and digital; low and high resolution; Input techniques: Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop) **File size**: Small, medium, large, link between size and quality (eg small – low resolution; large – high resolution) **File format**: Proprietary formats supported by software used (eg QuickTime, RealPlayer, iTunes). Container formats: Audio (eg WAV, XMF, AIFF); Audio/video (eg 3GP, AVI, MP4, OGG, MOV) **Information coding and compression**: Codec, compression, difference between lossy and lossless compression; video quality **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
	Select and use an appropriate combination of input device and video 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 video software tools and techniques to combine and edit sequences	Identify the sequences to add, keep and remove	**Sequences**: Short (eg 2 mins), b&w, medium length (eg 10 mins, 30 mins), colour **Marking-up and editing tools**: Preset by software, key frames, sequences; Cut, copy, paste, sequence **Combine information**: Combine images with sound (eg dub or overlay sound track onto film sequence): **Techniques**: Copy and paste, insert, screen grabs/shots, file download (eg connect USB lead, drag and drop), file transfer protocol (FTP)
	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	
	Describe how copyright constraints affect use of own and others' information	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Forms of information: moving images, sound; pre-recorded, live **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
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	**Features and constraints:** Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds **Display device:** PC, laptop, video camera, mobile phone, handheld video device (eg mp3 player, iPod) **Video quality issues:** High or low contrast, volume, visual (eg jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (eg clicks, disjoints, noise) **Adjust playback and display settings:** Playback controls (eg start, stop, fast forward, rewind, pause); sound (eg volume, balance); screen size (eg thumbnail, quarter screen, full screen); visual (eg contrast, brightness, colour/b&w)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter and combine text and other information accurately within word processing documents	Identify what types of information are needed in documents	**Types of information**: Text, numbers, images, other graphic elements (eg lines, borders); hyperlinks, charts, objects **Keyboard or other input method**: Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts Other input methods: voice recognition, touch screen, stylus **Combine information**: Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks **Templates**: Existing templates (eg blank document, fax, letter, web page), create new templates for common documents **Editing tools**: Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
	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	
	Combine or merge information within a document from a range of sources	
	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	Requirements for structure and style: Document layout, house style **Tables and forms**: Insert and delete cells, rows and columns, adjust row height and column width, Add and amend table structure, merge cells, complete forms and tables, insert and modify form fields, convert text to table; merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort
	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	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Columns: Add and delete columns, modify column width, add columns to whole document and part of a page **Styles**: Heading styles; Apply or change existing styles to a word, line, paragraph or section, define styles for different elements of common documents **Page layouts**: Paper size and type, change page orientation, margins, page breaks, page numbering, section breaks; header and footer, date and time, adjust page set up for printing
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 any 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	**Format characters**: Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols **Format paragraphs**: Alignment, bullets, numbering, line spacing, borders, shading, widows and orphans; Tabs and indents **Check word processed documents**: Spell check, grammar check, typeface and size, hyphenation, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency, clarity; language and dictionary settings **Quality problems with documents**: Will vary according to the content, for example, text (eg styles, structure, layout), images (eg size, position, orientation), numbers (eg decimal points, results of any calculations)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create structures and styles for websites	Plan and create web page templates to layout	**Content and layout**: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track) **Constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; permissions **Website features**: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups), multimedia (eg sound linked to actions, video clips, sound track) **Web page templates**: Design layout will vary but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track) **Web page styles**: Styles will vary according to the different elements of the website design, but may include: typeface (eg font, colour, size and alignment of headings, captions or body text), lines (eg type, thickness and colour of borders, tables, diagrams)
	Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand	
	Store and retrieve files effectively, in line with local guidelines and conventions where available	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Access issues: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents) **File types**: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
Use website software tools to prepare content for websites	Prepare content for web pages so that it is ready for editing and formatting 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 both clarity and navigation Select and use appropriate development techniques to link information across pages Change the file formats appropriately for content Check web pages meet needs, using IT tools and making corrections as necessary	**Combine information**: Combine images with text (eg photo captions); presentation with audio and/or video; numbers with charts and graphs; text alignment, captions, text wrap; behind, in front, grouping **Editing techniques**: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates **Development techniques**: Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language **File formats**: Change format of documents to RTF or HTML

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Check web pages: Will vary depending on the content but may include, for example: Text: Spell check; grammar check, type face and size, hyphenation. Layout: Page layout, margins, line and page breaks, tables, frames, sections. Images: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution
Publish websites	Select and use appropriate testing methods to check that all elements of websites are working as planned	**Testing methods**: Methods will vary but may include: viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links
	Respond appropriately problems with multiple page websites	**Problems with websites**: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work as planned; multimedia features (eg sound levels, image resolution, synchronisation of sound and images)
	Select and use an appropriate programme to upload and publish the website	**Upload and publish website**: Upload content to a template, use file exchange programme to upload and publish (eg FTP or HTTP)

Developing Personal and Team Effectiveness Using IT (T/503/0499)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Know how IT can support personal development	Describe how IT tools and systems can be used to manage time effectively	**IT Tools:** communications, email, sharing calendars, sharing files, intranet, net-meeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, worldwide, mobile devices and applications, collaborative technology, cameras, internet, news, wireless, virtual learning environments, media rich content, simulation
	Identify IT tools and resources to support own learning and development	
	Describe how IT tools can support personal performance improvement	
Use IT to support personal development	Create an action plan to improve own work practice	
	Participate in activities to meet personal development goals	
	Use appropriate IT tools to support personal performance improvement	
Know how IT can support the development of team effectiveness	Describe the roles and responsibilities of team members	**Roles:** helpdesk operator, systems analyst, website designer, systems administrator, programmer, network technician, IT trainer
	Describe how IT tools and systems can be used to improve team activities	
	Identify ways that IT can be used to overcome obstacles to effective teamwork	
Review use of IT for team or collaborative activities	Review contribution of own use of IT to team activities	
	Provide feedback to other on their use of IT in a constructive and considerate manner	
	Review feedback from other on own use of IT	

Understanding the Potential of IT (M/503/0498)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand the impact of IT on business	Describe the potential of IT to improve internal and external communications	**Communications**: email, sharing calendars, sharing files, intranet, net-meeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, phone systems **Business processes**: saves printing, initial equipment cost, better customer service, computerised purchasing and sales, project management, automated routines, templates, manual processes supporting IT, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency **Positive impacts**: save time, save money, streamline work processes, cost saving, IT training, better informed, job satisfaction **Negative impacts:** information overload, redundancy, redeployment, Health and Safety risks, increase output, improve quality of outputs
	Describe the potential of IT to improve business processes	
	Describe the possible positive and negative impact on employees of the deployment of IT	
Understand how new and emerging technologies can impact society and the individual	Describe the benefits of new technologies on personal and social communication and interaction	**Benefits of new technologies**: cost, access, worldwide, mobile devices and applications, collaborative technology, cameras, internet, news, wireless; competitive new markets, security Improve access: security, knowledge, Virtual learning environments, media rich content, simulation, learners with disabilities or learning difficulties. Archives, departmental information, online forms, email, local, national, European Union
	Describe how IT can improve access to education and government services	
	Describe how IT can improve access to products and services	
	Identify possible drawbacks of new technologies for individuals and society	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Drawbacks: Competitive new markets, price compare sites, customer reviews
Know how IT is being used in an organisation	Describe the purpose of key components of the IT system (hardware, software and communications)	**Hardware**: personal computer, monitor, keyboard, mouse, speakers, modem, scanner, games console, joystick, TV, data projector, whiteboard, printer **Software**: operating, applications, bespoke **Communications**: Router, modem, mobile data device, wireless router; cables, power supply, USB, parallel, serial connections. Broadband, dial up, wireless, network connections, mobile device, ISP, IP configuration **Roles**: IT Clerk, Website Technician, Data Administrator, Digital Assistant **Legal or local guidelines or constraints:** May include data protection, copyright, software licensing; security; organisational house-style or brand guidelines, manufacturer's instructions, software help facilities, organisational policy
	Describe the roles and responsibilities of those involved in operating and supporting the IT function	
	Describe the guidelines and procedures for accessing IT help and support	
Know how the introduction of new IT tools and systems can affect an organisation	Compare different approaches to introducing new IT tools and systems	**Risks**: Inappropriate disclosure of personal information, misuse of images, data loss, unwanted or inappropriate content or access, Cyber-bullying, tasteless or unsuitable personal comments, offensive or illegal content, inappropriate behaviour, posting inappropriate content. Worms, viruses, denial of service, hacking of systems, Trojans, spam, theft of data, hacking, accidental deletion or change to data, phishing, identify theft
	Describe potential benefits from the introduction of new IT tools and systems	
	Describe methods used by manufacturers and publishers to control usage of digital content and devices	
	Describe the main risks to data and personal security for IT users	

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Know the methods used to enhance IT security in an organisation	Describe the types of control measures and policies organisations can put in place to maximise personal and data protection	**Control measures**: Spyware, reporting inappropriate content; checking posts, monitoring audio/visual discussions. Set passwords, physical access controls i.e. keypads or locks, anti-virus software, adjust firewall settings, carry out security checks, report security threats and breaches, back up data and software and store appropriately, download and install software patches and updates, treat messages, files, software and data from unknown sources with caution, proxy servers **Policies**: about uses, security, safety, copyright, plagiarism, libel, backups, confidentiality and data protection, using collaborative technology; careful disposal of information items, behaviour **Legal and regulatory requirements:** relating to behaviour and content e.g. Equality Act 2010; Computer Misuse Act 1998; Copyright law
	Describe how organisations can exploit new developments in technology to improve cyber security	

3.4 Level 3: Learning outcomes and assessment criteria
Audio Software (H/502/4391)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use audio hardware and software to capture sequences	Determine the content needed for sequences, and when to originate it	**Audio compatibility issues**: Between built-in codec used by input device, available editing software, file formats, operating systems, plug-ins **Input devices**: Microphone, Dictaphone, mobile phone; difference between analogue and digital; low and high resolution; Input techniques: Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop) **Originate and develop**: Process: Plan (eg storyboard, script, compose), prepare (eg information, equipment), develop, test, refine; Types of content: audio (eg music, sound effects, voiceovers), visual (eg drama, dance, animation) **File size**: Small, medium, large, link between size and quality (eg small – low resolution; large – high resolution) **File format**: Proprietary formats supported by software used (eg QuickTime, RealPlayer, iTunes) Container formats: Audio (eg WAV, XMF, AIFF); Audio/video (eg 3GP, AVI, MP4, OGG, MOV) Popularity, overhead, support for advanced functionality and content, support of streaming media **Information coding and compression**: Codec, compression, difference between lossy and lossless compression, factors affecting video quality **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; file properties, folders (eg create, name); archive (backup, restore))
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Sequence**: Short (eg 2 mins), b&w, medium length (eg 10 mins, 30 mins), colour **Marking-up and editing tools**: Preset by software, key frames, sequences; Cut, copy, paste, sequence, special effects **Combine information**: Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application): Techniques: Copy and paste, insert, screen grabs/shots, File download (eg connect USB lead, drag and drop), file transfer protocol (FTP) Forms of information: sound; pre-recorded, live, web-streaming **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	**Features and constraints**: Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds **Display device**: PC, laptop, video camera, Dictaphone, mobile phone, handheld audio or video device (eg mp3 player, iPod) **Audio quality issues**: High or low contrast, volume, visual (eg colour balance, jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (eg clicks, disjoints, noise), unwanted objects **Adjust playback and display settings**: Playback controls, sound, screen size: visual, screen resolution, colour balance, sound quality
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine information using bespoke software	Input relevant information accurately so that it is ready for processing	**Types of bespoke information**: Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables **Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera); shortcuts, customise keys **File types and software**: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3) **Combining information techniques**: Insert, size, position, wrap, order, group; import data, links and references to external data, version control; export data
	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	**Structures, layouts and conventions**: Apply and change existing templates, set up templates for common information, apply or change existing styles, set up styles for information **Manage data files**: File storage, data import and export, restore lost data; identify ineffective backup storage **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example: Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch Analysis – design queries, mathematical, logical or statistical functions Formatting – characters, lines, paragraphs, pages, file type **Check information**: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound, quality of images and sound, that line, paragraph and page breaks fall appropriately, formatting is consistent, the use of headings and subheadings aid clarity, the placing of images or sound clips **Quality problems with outcomes**: Will vary according to the content, for example, text (eg formatting, structure), images (eg size, position, orientation), numbers (eg decimal points, accuracy of calculations), sound (eg volume, sound clip out of sync) **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Access, enter and edit accounting information	Set up procedures for entry of accounting data accurately into records to meet requirements	**Enter accounting data**: Use of data entry form and wizards; add/amend record (customer record, supplier record, stock record; sales/purchase order; invoice, nominal/bank record); upload from file; journal entries; asset register **Locate and display**: Search, sort, print records, filters **Check data**: Spell check, format, consistency, remove duplication, verify data; edit details; check calculations; check coding, manage others' work **Characteristics of accounting data**: Unique references; codes; statutory requirements; editing restrictions **Security risks and procedures**: Access control; authorised use, confidentiality, personal data, password protection and management, user authentication **Handle data files**: File storage, data import and export, restore lost data; identify ineffective backup storage **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application. **Data entry errors**: Due to field size, datatype, validation checks; duplicate records; format; using help, error codes, troubleshooting; logging, reporting and dealing with application errors
	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	
	Explain the risks to data security and procedures used for data protection	
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Process transactions**: Number of items: single items, batches. Transaction templates. (Types of transactions may include: Post invoice; receipts; payments; foreign currency. From: bank statement, cheque book, paying-in book) **Monitor accounts**: Set flags, set credit limit or other constraints **Transaction errors and problems**: Record duplication, reversing transactions, Reported errors and problems
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	**Management reports**: Create, amend and save report templates, Reports will vary according to task, but may include for example: Trial balance; customer activity; day book; aged creditor/debtor analysis; sales/purchase day book; profit and loss; balance sheet, VAT or intrastate reporting, **Accounting documents:** Will vary according to task, but may include for example: Invoice, sales order, purchase order, statement. To screen, printed for email **Customise and format**: Field selection; layout; working with templates, filters, formatting, sorting, calculated fields **Export and link data**: Other file formats (eg csv, xls), for export and link to other systems and software
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	**Configure accounting software**; System defaults (VAT codes, year end etc) Create code system, nominal ledger structure, project costing; online banking **Package parameters**: VAT and currency rates; reporting levels, access/password control, discount levels, exchange rates

Data Management Software (A/502/4560)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Enter, edit and maintain data records in a data management system	Discuss when and how to change or create a new data entry form	**Benefits of data management system**: accessible, reliable, rapid access, shared view, up-to-date, accurate, secure; simplifies data handling; constraints of using system, audit trail **Enter data**: Use of data entry form, create new record, add record to table, create new record, add record to table, select and update fields; groups of records **Record characteristics**: Attributes, categories, teams, flags, keys **Check data**: Spell check, format, consistency, remove duplication, verify data; data validation techniques, record housekeeping **Error messages**: Data entry; using help; troubleshooting; logging, reporting and dealing with application errors **Security risks and procedures**: Access control; authorised use, password protection and management, user authentication **Manage data files**: File storage, data import and export, restore lost data; identify ineffective backup storage **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Retrieve and display data records to meet requirements	Determine and explain what queries and reports need to be run to output the required information	**Search and retrieve**: Alphanumeric sort, filter, multiple criteria, cross-tabulate data; queries to update and amend data; logical operators **Reports**: Customised reports; define report parameters; for others; system reports; errors in reports **Import and export data**: To other systems or software; file formats; mail merge; data migration; data archiving
	Create and use queries to search for and retrieve information from the system	
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan, create and modify relational database tables to meet requirements	Use available techniques to combine and link data	**Database design**: What types of information are stored, use of data entry form, routine queries, how data is structured in a single table non-relational database, use of indexes and key field to organise data, how relationships are established in a multiple-table database, how data is structured in a multiple-table database, what logical operators are and how to use them; schema **Field characteristics**: Data type, field name, field size, field format, validation; primary and secondary keys; lookup tables **Relationships between database tables**: One to one; one to many; many to many **Data integrity**: Unique not null primary key; field characteristics; data validation; consistency, completeness, accuracy; Effect of malicious or accidental alteration; methods for maintaining integrity of data in a multiple table database; referential integrity, foreign keys
	Explain how a rational database design enables data to be organised and queried	
	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	
Enter, edit and organise structured information in a database	Use database tools and techniques to ensure data integrity in maintained	**Enter, edit and organise data:** Select and update fields, create new records, locate and amend records; using wildcards, search operators **Format data entry forms:** Field characteristics and layout, tables, colour, lookups, styles **Check data entry:** Spell check, format, accuracy, consistency, completeness, validity, security, fitness for purpose **Data entry errors:** Due to field size, data type, validation checks; using help; deal with data that does not fit parameters, alerts, reminders; problems with forms
	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	
	Check data entry meets needs, using IT tools and making corrections as necessary	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Database queries**: Alphanumeric sort, filter, single criteria, multiple criteria; save queries and output, cross-tabulate data; queries to update and amend data; logical operators **Database reports**: Using menus, wizards or shortcuts; selected fields; selected records **Formatting database reports**: Data fields; page and section layout; add text or images; adjust page setup for printing; styles **Check data entry**: Completeness, accuracy, security, sorting, formatting, layout, fitness for purpose
	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.	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for designs	Explain what designs are needed 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 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	**Designs or images**: Designs or images will vary according to the task for example, photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions, **Combine information**: Insert, size, position, wrap, order, group, layer, import data, links and references to external data, version control, export data **Context for designs and images**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats for designs and images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers); Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (eg svg, wmf, eps, ai) Open formats (eg html, odf, pdf and rtf) Proprietary formats (eg pub and qxd) Method of compression (lossy, non-lossy)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Converting files between different formats (eg JPEG to TIFF, compression of image data or Grayscale) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find); folders (eg create, name); archive (backup, restore)
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 guidelines 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	**Technical factors affecting designs and images**: Page or canvas size; colour mode; file size and format; image resolution; method of display or printing; colour depth; technical differences between vector and bitmap or raster graphics **Create designs and images**: Draw basic shapes and edit vector properties to create new and more complex shapes; download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image manipulation software; use layers for different elements (eg background, picture and text); use bleeds and crossovers; three dimensional (3D) objects and designs **Manipulate and editing techniques**: Basic techniques – align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup Image manipulation software – transform, scale, rotate, distort; filters, effects; colour balance, levels and curves; masks and layers Illustration software – masks and layers; rendering three dimensional (3D) objects; tracing

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Advanced techniques – change resolution, colour depth and file format to suit different uses; adjust images to ensure compatibility between different software and operating systems **Check designs and images**: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution **Quality problems with designs and images**: Will vary according to the content, for example, levels, contrast, resolution, colour balance, unwanted content

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Select and use appropriate designs and page layouts for publications	Explain what types of information are needed	**Types of information**: Text, images, graphics, video, sound **Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation, proportion, balance, symmetry **Local guidelines**: Templates, house style, branding, publication guidelines; existing styles and schemes, refinements to styles and schemes; new specially defined styles and schemes **Publication media**: Web, document, multimedia
	Explain when and how to change page design and layout to increase effectiveness of a publication	
	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	**Input information**: using keyboard, mouse, scanner, voice recognition, touch screen, stylus **Combine information for publications**: Combine images with text and graphic elements (eg borders, lines, panels, shading, logos) import information produced using other software, reference external information with hyperlinks, object linking or embedding **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **File formats for designs and images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) Digital picture format (e.g. jpeg and psd)
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (eg svg, wmf, eps, ai) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; file properties; folders (eg create, name); archive (backup, restore)
Use desktop publishing software techniques to edit and format publications	Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication 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	**Edit publications**: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides **Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment Manipulate images and graphic elements: Size, crop, position, maintain proportion, border **Control text flow**: In columns, around images and graphic elements, between pages **Check publications**: Spell check; grammar check, word count; image size, alignment and orientation, suitability of file format; Completeness, accuracy, orientation, layout, text alignment and formatting **Quality problems with publications**: Will vary according to the content, for example, text (eg text wrapping, styles), images (eg levels, contrast, resolution, colour balance, unwanted content)

Drawing and Planning Software (F/502/4611)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input, organise and combine information for drawings or plans	Identify what types of shapes and other elements will be needed	**Shapes and other elements**: Shapes will vary according to the required outcome, for example: flow chart shapes, building plan shapes, audit **Other elements**: graphic elements (eg lines, arrows, borders, backgrounds, clip art), text, numbers **Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Templates and styles**: Existing templates and styles, working from an example document; adapt templates, apply styles; create new templates, define new styles and colour schemes **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group…… **Store and retrieve**: Save, save as, find, open, close, import, export, other file formats,
	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	
	Select, adapt, define and create appropriate templates and styles to meet needs	
	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	**Drafting guides**: Grids, snap to grid, snap to shape, rulers, guidelines

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate software tools to manipulate and edit shapes and other elements with precision	**Manipulate and edit shapes and other elements**: Will vary, for example: Edit: select, insert, delete, cut, copy, paste, drag and drop, find, replace Text: font, colour, alignment Shapes: size, colour, orientation, connections to other shapes and elements, add labels **Format shapes and other elements**: Will vary, for example: text (eg font, paragraphs, text block, tabs, bullets), lines (eg width, length, colour, endings, beginnings), drawing elements (eg fill, shadow, corners), connections between shapes and other elements **Protection**: length, width, axis. Behaviour: interaction, selection highlighting **Check drawings and plans**: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements **Presentation methods**: Will vary according to the task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding **Quality problems with drawings and plans**: Will vary according to the content, for example, text (eg formatting, styles, positioning), shapes (eg size, position, orientation, unwanted content), other elements (eg scale, thickness, colour, connections), page layout,,proportion, balance, symmetry
	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	
	Explain what context the drawings and plans will be used in and how this will affect how they are presented	
	Select and use appropriate presentation methods and accepted page layouts	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Obtain, insert and combine information for images	Explain what images are needed	**Designs or images**: Designs or images will vary according to the task for example, photos from a digital camera, scanned images, graphic elements, drawings, clip art **Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (eg on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions, **Combine information**: Insert, size, position, wrap, order, group, layer, import data, links and references to external data, version control, export data **Context for designs and images**: Contexts will vary according to the software and task, for example: on screen display, publishing on a web site, hard copy print out, digital file **File formats for designs and images**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers); Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (eg svg, wmf, eps, ai) Open formats (eg html, odf, pdf and rtf) Proprietary formats (eg pub and qxd) Method of compression (lossy, non-lossy)
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Converting files between different formats (eg JPEG to TIFF, compression of image data or Grayscale) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find); folders (eg create, name); archive (backup, restore)
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	**Technical factors affecting designs and images**: Page or canvas size; colour mode; file size and format; image resolution; method of display or printing; colour depth; technical differences between vector and bitmap or raster graphics **Create designs and images**: Draw basic shapes and edit vector properties to create new and more complex shapes; download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image manipulation software; use layers for different elements (eg background, picture and text); use bleeds and crossovers; three dimensional (3D) objects and designs **Manipulate and editing techniques**: Basic techniques – align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup Image manipulation software – transform, scale, rotate, distort; filters, effects; colour balance, levels and curves; masks and layers Illustration software – masks and layers; rendering three dimensional (3D) objects; tracing
	Select and use suitable tools and techniques efficiently to create images	
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Advanced techniques – change resolution, colour depth and file format to suit different uses; adjust images to ensure compatibility between different software and operating systems **Check designs and images**: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution **Quality problems with designs and images**: Will vary according to the content, for example, levels, contrast, resolution, colour balance, unwanted content

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Plan, select and use appropriate IT systems and software for different purposes	Explain the purpose for using IT	**Purposes for using IT**: Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed) **Plan task**: What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout; priorities, potential problems **Factors that may affect the task**: Access to information, steps that need to be taken in advance, availability of time, budget and resources; audience need **Reasons for choosing IT**: Time, convenience, cost; benefits of IT or manual methods of preparing, processing, presenting and managing information; convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity, any difficulties people have in using IT, ROI Legal or local guidelines or constraints: May include data protection, copyright, software licensing; security; organisational house-style or brand guidelines
	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	
	Explain any legal or local guidelines or constraints which apply to the task or activity	
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	**Strengths and weaknesses of final work**: Format, layout, accuracy, clarity for audience, structure, style, quality, efficiency
	Review ongoing use of IT tools and techniques and change the approach as needed	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Evaluate and test solutions to make sure they match requirements and are fit for purpose	**Review use of IT tools**: Evaluate whether the IT tools and techniques are appropriate to the task and intended outcome, run user tests, compare with other IT tools and techniques, find ways to optimise the choice and approach **Review outcomes**: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience, impact of work on others **Improvements to work**: Correct mistakes, avoid affecting other people's work, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency **Give feedback**: Strengths, weaknesses, potential improvements
	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	**Ways to improve productivity and efficiency**: Save time, save money, streamline work processes, increase output, improve quality of outputs; total cost of solution; business benefit **Develop solutions**: Set up short cuts, customise interface, record macros, create templates, create style guides; streamline business processes
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Threats to system performance**: Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes; vulnerability **Security precautions**: Use access controls. Configure anti-virus software, adjust firewall settings, adjust internet security settings; carry out security checks, report security threats or breaches; backup; store personal data and software safely; treat messages, files, software and attachments from unknown sources with caution; proxy servers; download security software patches and updates; effectiveness of security measures; **Threats to information security**: From theft, unauthorised access, accidental file deletion, use of removable storage media; malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft; unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices **Access to information sources**: Username and password/PIN selection and management, online identity/profiles; Respect confidentiality, avoid inappropriate disclosure of information; digital signatures; data encryption; security classification, preserve availability **Minimise risk**: Access controls: Physical controls, locks, passwords, access levels, data protection, data retention. Security measures: anti-virus software, firewalls, security software and settings. Risk assessment: anti-spam software,
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		software updates; risk management; user profiles, operating system settings, user authentication (ID cards, smart cards, biometrics); risks associated with widespread use of technology **Security guidelines and procedures**: Set by: employer or organisation, privacy, laws and regulations, disaster recovery plans, contingency systems, dealing with security breaches, backup procedures; administrative procedures and controls

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Plan and communicate**: Flow chart, storyboard, sketches **Multimedia outcome**: Website, CD ROM, animation sequence, presentation **Specification**: No of pages, features, audience, types of content, interactive elements **Interactive features and transitions**: Menus, submenus, buttons, links, pop-ups: video clips, sound clips; animation **Design layout**: Organisation of information, size, frames, orientation, consistency, proportion, balance, symmetry **Copyright constraints**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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	
	Develop the design layout for multimedia outcomes	
	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	**Input device**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera) **Combine information**: Insert, size, position, wrap, order, group, import data, links and references to external data, version control; export data
	Combine information of different types or from different sources for multimedia outcomes	
	Select and use appropriate software to write and compress multimedia files	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	**File format for multimedia outcomes**: Will vary according to the content, for example jpg for Internet photo display, png for Internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers) **Store and retrieve**: Save, save as, find, open, close; reduce file size, file properties, import and export
	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	**Edit multimedia outcomes**: Size, crop and position, use layout guides; Existing styles and schemes for font (typeface), size, orientation, colour, alignment **Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border Styles, colours and font schemes: Existing styles and schemes **Check multimedia outcomes**: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements **Quality problems**: Will vary according to the content, for example, sound (eg noise, volume), images (eg levels, contrast, unwanted content), text (eg clarity, spelling, grammar, structure)
	Manipulate images and graphic elements accurately	
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Display devices**: PC, laptop, mobile device, TV **Display multimedia outcomes**: Thumbnail, quarter screen, full screen, screen resolution, data bandwidth, transmission speeds, output media; constraints (eg speed of delivery, size of files, end user hardware and software configuration) **Display settings**: Visual: brightness, contrast, screen resolution, colour balance, monochrome Sound: volume, treble, bass, balance; Animation: speed
	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	

Optimise IT System Performance (K/502/4246)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Keep computer hardware and software operating efficiently	Explain the factors that should be taken into account when choosing an operating system	**Fault finding procedures**: Recommended by the manufacturer, diagnostic tools and probes; maintain fault log **Security software**: Anti-virus, malware. Frequency; timing; updates, firewall settings **Characteristics of operating systems**: Cost, ease of use, compatibility with software, proprietary or open source; availability of support; additional features
	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	
	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	**Information storage**: Data files, folders, sub-folders, storage media; archives **File housekeeping**: Naming and labelling conventions; organising files, folders and storage media; saving back-ups; deleting unwanted files; changing default settings for saving data; file and folder options; sharing and synchronising files; disk management
	Use file navigation software to organise files into an appropriate folder structure	
	Archive, backup and restore files and folders	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	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	**IT system problems**: Program not responding, paper jam, storage full, error dialogue, virus threat, memory low; connection loss; hardware and software compatibility problems, system slow; intermittent errors; technically complex or serious errors; unrecoverable system failure **Record problems**: Error log, description, frequency of occurrence, severity; impact **Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts, where to get advice to deal with different hardware and software problems **System settings**: Basic input/output settings (BIOS), memory usage, display settings, network settings, power usage
	Carry out contingency planning to recover from system failure and data loss	
	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	**Maintenance plans**: Finance, expertise, materials, equipment
	Develop a plan for the maintenance of IT hardware and software	
	Monitor the implementation of maintenance plans, updating them where necessary	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Review and modify hardware and software to maintain performance	Use appropriate techniques to maintain software for optimum performance	**Maintain software**: Install software patches and upgrades, install and uninstall software, install operating system upgrades; install maintenance updates; administrative tools and procedures **Upgrade software**: Benefits of upgrading, drawbacks of not upgrading, the need to check compatibility of software and hardware upgrades with other parts of the system, the importance of keeping up-to-date, return on investment
	Clarify when and how to upgrade software	
	Review and modify hardware settings to maintain performance	

Presentation Software (T/502/4623)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine text and other information within presentation slides	Explain what types of information are required for the presentation	**Types of information**: Text, numbers, images, graphics, sound, video, animated sequences **Images, video or sound for presentations**: Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats: Pre-recorded audio/video clips; capturing audio or video; audio and video formats **Charts and tables for presentations**: Table, pie chart, graph, diagram, organisational chart, flowchart ; linked and embedded spreadsheet elements **Combine information for presentations**: Combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software; reference external information with hyperlinks, object linking or embedding; merge versions or slides from different files or users **Constraints**: On content: copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (eg environment, timing) **Store and retrieve**: Save, save as, find, open, close; naming protocols; reducing file size; save presentation as a stand alone show or as web pages, formats for export; file properties; password protection
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Slide structure**: Layout, templates, design and style; organisational guidelines; adapt and create new templates **Presentation effects**: Video, sound, animation, slide transitions, visual and sound effects, hyperlinks; interactive elements **Edit presentation**: Size, crop and position objects; wrap text; add captions and graphic elements; slide order; change orientation **Animation and transition effects**: Adding and removing hyperlinks; apply and create transitions, apply animations, action buttons **Format slides**: Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides, themes
	Create, amend and use appropriate templates and themes for slides	
	Explain how interactive and presentation effects can be used to aid meaning or impact	
	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	**Present slides**: Timing, content, meaning; organisation of information; audience needs; location, contexts **Prepare slides**: View and re-order slides; rehearse timing and effects; set up and amend slide show settings; print slides, handouts, speaker notes; export formats **Check presentations**: Spell check; grammar check, word count, orientation, layout, slide order, text alignment and formatting,
	Prepare interactive slideshow and associated products for presentation	
	Check presentation meets needs, using IT tools and making corrections as necessary	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Evaluate presentations, identify any quality problems and discuss how to respond to them	accuracy, clarity, transitions and timings; choice and suitability of effects, actions and links **Quality problems with presentations**: Will vary according to the content, for example: Text: Formatting, styles, structure Images: Size, position, orientation, unwanted content Effects: Timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync
	Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create and define a project	Explain the critical information about the project that must be included	**Project information**: Tasks, timescales, resources, stages, constraints; Source of information: provided by the person responsible for the project **Store and retrieve**: Save, save as, find, open, close; import project information
	Create, store and retrieve project management files in line with local guidelines where applicable	
	Define the project file properties and project options	
	Create master and subprojects	
	Create links across projects and manage changes to linked tasks	
Enter and edit information about project tasks and resources	Define and set up dependencies between tasks	**Task types**: Fixed cost, fixed duration, fixed work, critical, recurring **Task information**: Duration, status, set reminders, priority, assign resources, constraints, deadlines, outlines, recurrence, custom fields **Task calendar**: Working-time calendar, holidays, customise, charts (eg Gantt chart) **Resources**: People, time, costs, equipment; enterprise resources, shared resources
	Identify the critical tasks and milestones to be completed	
	Explain how to set up 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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Identify and resolve any issues of resource allocation	
Update information about project progress	Explain the methods available to track project progress and review against plans	**Task status**: Complete, in progress, not started, percentage, tasks behind schedule, postpone task **Risks and issues**: Contingency plans, mitigation, associate with tasks or resources, alerts
	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 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	**Project reports:** Task progress, project progress, resource allocation and usage, costs **Display project information:** Task lists, resource assignment, project costs, critical path
	Use filtering and formatting techniques to display project information to meet needs	
	Share project information with other applications	

Set up an IT System (R/502/4211)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Compatibility issues**: What problems can occur when hardware, software and operating systems are not compatible; why compatibility standards are needed **Health and safety issues**: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; health and safety point of contact **IT system performance**: Processor speed, memory size, storage capacity, network capability; graphics; display adapter **IT system components**: Will vary according to the set up, for example: Personal computer, monitor, keyboard, mouse (or other pointing device) **Peripheral devices**: Speakers, modem, scanner, games console, joystick; TV, data projector, white board; Plug and play devices; customised setup routines, printer and other device drivers **Storage media**: Disk, CD/DVD, data/memory stick, media card, mobile device, removable hard drive; customised setup routines; backup media **Reasons for choosing storage media**: Performance, capacity, accessibility, portability, security
	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	
Select and connect IT system to a communication service successfully to meet needs	Explain the reasons for choosing a communication service	**Communication hardware**: Router, modem, mobile data device, wireless router; cables, power supply; USB. parallel, serial connections
	Explain what effect variations in data transmission speed may have	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and connect communication hardware safely to an IT system	**Communication service**: Broadband, dial up, wireless, network, mobile device, ISP, IP configuration **Data transmission speed**: Which combinations of hardware and software offer very fast or slower data transmission speeds; download capacity; how much speeds in transmitting, receiving and sending data may vary
	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	**User interface**: Operating system, date, time, language settings; Set up administrator and user accounts; desktop shortcuts; customise start-up; memory usage; power management **Security systems**: Firewall, spyware, anti-spam software **System backup**: Disk partition, removable storage, disk or tape rotation, system restore points, physical location of backup **Set up files and software applications**: Software licence; installation disks; manuals; download, customised settings; download software; map network drive; register software; custom installations
	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 service are working successfully	Explain what system tests and communication tests are needed and why	**System tests**: Hardware and software; Print test pages, check files are saved on storage media, open and close applications; open and close files; access network files and applications; Certificates and labelling; check printer drivers; de-frag, delete
	Select and run suitable tests to make sure that the system and communication service are working successfully	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Explain the range of help and troubleshooting facilities available to solve problems	unwanted system files, check backup strategy, restore system files, restore data files **Communication tests**: Send and receive test email, navigate to ISP website; ping IP address; check transmission speed **Recovery procedures**: Logs and records of system components and licensed software; Boot disk; system restore and backup
	Establish procedures for recovery in the event of system faults or failure	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Input and combine information using specialist software	Select and use appropriate techniques to link and combine information within the application and across different software applications Input relevant information accurately so that it is ready for processing	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (eg keyboard, mouse, stylus, touch screen), microphone (eg headset, built-in), camera (eg web cam, video camera, mobile phone camera); shortcuts, customise keys **File types and software**: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3) **Combining information techniques**: Insert, size, position, wrap, order, group; import data, links and references to external data, version control; export data
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	**Structures, layouts and conventions**: Apply and change existing templates, set up templates for common information, apply or change existing styles, set up styles for information **Manage data files**: File storage, data import and export, restore lost data; identify ineffective backup storage **Guidelines for the storage and use of data**: Set by employer or organisation. Policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements File management will vary according to the application.
Exploit the functions of the software effectively to	Select and use appropriate tools and techniques to edit, analyse and format information	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example:

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
process and present information	Check information meets needs, using IT tools and making corrections as necessary	Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch Analysis – design queries, mathematical, logical or statistical functions Formatting – characters, lines, paragraphs, pages, file type **Check information**: Checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound, quality of images and sound, that line, paragraph and page breaks fall appropriately, formatting is consistent, the use of headings and subheadings aid clarity, the placing of images or sound clips **Quality problems with outcomes**: Will vary according to the content, for example, text (eg formatting, structure), images (eg size, position, orientation), numbers (eg decimal points, accuracy of calculations), sound (eg volume, sound clip out of sync) **Presentation methods**: Methods will vary according to the software and task, for example, on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding
	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	

Spreadsheet Software (J/502/4626)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Numerical and other data**: Numbers, charts, graphs, text, images, linked and embedded objects, references, lists **Spreadsheet structure**: Spreadsheet components (eg cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout; spreadsheet templates **Enter and edit**: Insert data into single and multiple cells , clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns, use absolute and relative cell references, add data and text to a chart, hide and protect cells, create, modify and merge multiple copies of a shared workbook; data validation; shortcuts; data entry forms, lists **Combine and link data**: Across worksheets and files; consolidate data; shared or collaborative workspaces **Store and retrieve**: Save, save as, find, open, close, open CSV file in spreadsheet application, save spreadsheet file as CSV; templates; selective data import and export; file properties; password protection
	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	**Analysis and interpretation methods**: Totals, sub-totals and summary data, automatic sub-totals, group and outline; sorting and display order; lists, tables, graphs and charts; filter rows and columns; forms, data restrictions, data validation, adding messages to data, using formulae to determine valid entries for
	Select and use a wide range of appropriate functions and formulas to meet calculation requirements	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use a range of tools and techniques to analyse and interpret data to meet requirements	cells; displaying by interest; pivot tables and charts; Judgment of when and how to use these methods **Functions and formulas**: Design of formulas to meet calculation requirements Mathematical, statistical, financial, logical, look-up, arguments, arrays and formulas for validating data **Forecasting tools**: What-if scenarios, goal seek; data tables; views
	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	**Format cells**: Numbers, currency, percentages, number of decimal places, font and alignment, borders and shading; date and time; custom formats; conditional formatting; styles, cell protection; workbook protection **Format rows and columns**: Height, width, borders and shading, hide, freeze **Format charts and graphs**: Chart type (including custom types, 2 graphs types on 1 axis); title, axis titles, legend, change chart type, move and resize chart, axis scale, annotation, layout, pivot table reports **Page layout**: Size, portrait, landscape, margins, header and footer, page breaks, page numbering, date and time, adjust page set up for printing; selective printing or publishing of spreadsheet information **Check spreadsheet information**: Accuracy of numbers, formulas and any text; suitability of charts and graphs; reveal formulae; layout and formatting, validity, relevance and accuracy of
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use auditing tools to identify and respond appropriately to any problems with spreadsheets	analysis, interpretation of calculations and results; clarity of overall spreadsheet; check links **Problems with spreadsheets**: Using help; sorting out errors in formulas, calculations and results; data validation, locate invalid data

Using Collaborative Technologies (T/502/4380)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Stay safe and secure when with collaborative technology	Explain what and why guidelines need to be established for working with collaborative technology	**Guidelines for using collaborative technology**: Guidelines set by your organisation or community of interest; about uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection; ways to communicate and promote guidelines about online security, confidentiality and data protection **Methods to promote trust**: Contact information, membership of professional bodies, recommendations, links, policies, standards **Checks on others' identities**: Compare sources, cross references **Risks when working with collaborative technologies**: Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss; risk analysis, risk monitoring, contingency planning, updating risk management policy
	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	**Connect and configure collaborative technologies**: Connect to another site, check whether both sites are connected, connect to multiple sites, check when multiple sites are connected, adjust clarity; IP address, adjust set-up options, the Open Systems Interconnection (OSI) model, facilities for sharing files and applications across multiple sites **Purposes for collaborative working**: Will vary according to the task, but may include: sharing, displaying and recording
	Determine the IT tools and processes needed for archiving the outcomes of collaborative working	
	Summarise ways to integrate different collaborative technology tools and devices	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	for a range of purposes, tasks and communication media	information, discussing and reflecting, establishing identity, joining interest groups, developing ideas, contributing to research, carrying out research, exporting information to other formats, establishing communities of interest, managing identities, managing data **Outcomes of collaborative working**: Measurable (eg document, minutes, notes, project plan, transcript); ephemeral (g conversation, agreement); whether an audit trail is needed **Collaborative technology tools and devices**: Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem); Software: products, services, sites **Communication media**: Text, audio/spoken, still/video/animated images **Compatibility issues**: Between browser software, operating systems, plug-ins
	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 principles, issues and methods	**Access to collaborative technologies**: Download software, agree terms and conditions, register or set up an ID; accessibility issues, adjusting access settings; accessibility standards **Permissions**: Web address, phone number, user name and password, set up user names and access codes **Environments for collaborative technologies**: User interface – choose skins, templates, widgets, wizards, cut and paste from other sources; work environment – lighting, position of devices **Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall **Managing data**: Sources, subscription details, terms and conditions; aims of data management; benefits, features and
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		limitations of networks and feeds; what constraints need to be overcome, what level of restrictions to apply
Manage tasks using collaborative technologies	Determine levels of responsibility for the use of collaborative technologies	**Contributing responsibly**: follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding; legal and cultural issues; user rules, moderations policies, ethical issues **Moderating collaborative technologies**: Reporting inappropriate content; checking posts **Archiving outcomes**: Cut, paste, save; record, transcribe **Problems with collaborative technologies**: routine (eg settings, software not responding, hardware connections); non-routine (eg access, transmission speed, bandwidth); complex (eg compatibility)
	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	

Using Email (T/502/4301)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use email software tools and techniques to compose and send messages	Respond to problems with collaborative technologies and be prepared to help others to do so	**Compose and format e-mail:** Format text (font, size, colour); format paragraphs (alignment, bullets, numbered list), spell check, priority; format (rtf, plain text, html), draft, signature, page set up, backgrounds, sound, movie, hyperlink, work on- and offline **Message transmission:** Managing attachments; mailbox restrictions; methods to reduce size or improve transmission; Transmission limitations **Send e-mail:** To, from, cc, bcc, subject; Reply, reply all, forward, distribution list, reply with history; options, set message flags for priority, confidentiality, response request, vote, encoding, schedules, encryption, compression **Address book:** Add, edit, delete contact entries; contacts list, distribution list, sort, display selected fields, import and export contact information, merge lists, synchronise **Stay safe:** Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination; using encryption
	Select and use software tools to compose and format email messages, including attachments	
	Explain methods to improve message transmission	
	Send email messages to individuals and groups	
	Explain why and how to stay safe and respect others when using email	
Manage use of email software effectively	Use an address book to manage contact information	**Guidelines and procedures:** Set by employer or organisation, Health and safety, security, copyright ; netiquette; password protection **E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments; reduce unwanted e-mail, manage time
	Develop and communicate guidelines and procedures for using email effectively	
	Read and respond appropriately to email messages and attachments	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Use email software tools and techniques to automate responses	**Automate responses:** Rules, automatic replies, changing settings to deal with junk mail; out of office, scheduling; templates **Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression, public folders **Email problems:** Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses, messages intended to cause problems; mailbox full, identifying when problems are local or linked to the service provided by ISP
	Explain why, how and when to archive messages	
	Organise, store and archive email messages effectively	
	Customise email software to make it easier to use	
	Explain how to minimise email problems	
	Respond appropriately to email problems	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Connection methods**: LAN, VPN, modem, router, wireless, broadband, dial-up, cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology; intranet server (eg via parallel, serial or USB connections); extranet **Benefits and drawbacks of connection** methods: Speed, stability, accessibility, frequency of connection problems, additional services offered by ISP, cost, security **Users**: New users, learners, those with restricted access, those with disabilities **Set up an Internet connection**: Identifying and selecting ISP, connecting hardware, installing and configuring software, setting up and testing operation of connection; limiting access
	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	
Set up and use browser software to navigate web-pages	Select and use browser tools to navigate web-pages effectively	**Browser tools**: Enter, back, forward, refresh, history, bookmark, new window, new tab, Toolbar, search bar, address bar; home, go to, follow link, URL; save web address, save as, downloads, temporary files **Browser settings**: Security, pop-ups, appearance, privacy, personalisation, accessibility, software updates,temporary file storage, browser options, add-ons, RSS feeds, connections, search settings, content **Browser performance**: Delete cache, delete temporary files, work offline, save websites, benchmark tests
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Use browser tools to search effectively and efficiently for information from the Internet	Select and use appropriate search techniques to locate information efficiently	**Search techniques**: Search key words, quotation marks, search within results, relational operators, 'find' or search tools; search engine features, multiple search criteria, Boolean operators, wild cards **Information requirements**: Reliability, accuracy, currency, sufficiency, relevance, level of detail; Recognise intention and authority of provider, bias, ;synthesise information from a variety of sources; verify information **References**: History, favourites, manage bookmarks and links, RSS, data feeds, saved search results; **Download information**: Webpage, website; images, text, numbers, sound, games, video, TV, music; software, patches
	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	**Communicate information**: Saved information (pod-casts, text, images), real time information (blogs, instant messaging; virtual meetings), file transfer protocol [FTP], hypertext transmission protocol [http], VOIP **Share information sources**: Send link, send webpage reference lists, data feeds, **Submit information**: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette
	Select and use appropriate tools and techniques to communicate information online	
	Share and submit information online using appropriate language and moderate content from others	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Threats to system performance**: Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes **Safety precautions**: Firewall settings, Internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information, carry out security checks, proxy servers **Information security**: Username and password/PIN selection and management, password strength, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information, withhold personal information **Threats to information security**: Malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft **Threats to user safety**: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception, identity theft **Minimise risk**: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution, internet settings, block sites, parental controls **Laws, guidelines and procedures**: Set by employer or organisation relating to Health and safety, security; equal opportunities, disability; Laws: relating to copyright, software download and licensing, digital rights, IPR, health and safety

Understanding the Potential of IT (D/503/0500)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand how IT is transforming business and industry	Explain the potential of IT to transform data management and business processes	**Processes**: saves printing, initial equipment cost, better customer service, computerised purchasing and sales, project management, automated routines, templates, manual processes supporting IT, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency, save time, save money, streamline work processes, cost saving, IT training, better informed, information overload, job satisfaction, redundancy, redeployment, Health and Safety risks increase output, improve quality of outputs **Environmental:** energy conservation, waste, recycling, refurbishing, manufacturing process, European Union's Waste Electrical Electronic Equipment (WEEE) Directive **Communications:** email, sharing calendars, sharing files, intranet, netmeeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, phone systems
	Explain how environmental issues can affect the use of IT in business and industry	
	Evaluate how social and collaborative technologies are transforming business and industry	
Understand the impact of the internet and mobile communications on society and the individual	Explain how technology is transforming personal and social communication and interaction	**Communications:** email, sharing calendars, sharing files, intranet, netmeeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, phone systems, cost, access, worldwide, mobile devices and applications, collaborative technology, cameras, internet, news, wireless, security, knowledge **Barriers:** cost, safety, lack of training/knowledge, awareness **Increase accessibility:** ease of use, access, desirability, trust
	Describe the main barriers to take-up or adoption of digital technologies by individuals and groups	
	Describe measures to increase accessibility to digital information	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand how IT is used in an organisation	Describe the movement and transfer of information in key technology-enabled business processes using appropriate IT tools to illustrate the information flow	**Hardware:** personal computer, monitor, keyboard, mouse, speakers, modem, scanner, games console, joystick, TV, data projector, whiteboard, printer **Software:** operating, applications, bespoke Communications: Router, modem, mobile data device, wireless router, cables, power supply, USB, parallel, serial connections. Broadband, dial up, wireless, network connections, mobile device, ISP, IP configuration, encryption, personal information, speed of transfer
	Explain the principles of interaction between key components of the IT system (hardware, software and communications)	
	Review how the use of bespoke and/or specialist systems contribute to organisational success	
Understand the effect of introducing new IT tools and systems in an organisation	Evaluate key factors influencing the successful introduction of new IT tools and systems	**Approaches:** Systems analysis, requirements analysis, parallel systems, live test, training, phases, developing existing technology, prototype, users involved in development, trial periods, run user tests, compare with other IT tools and techniques, find ways to optimise the choice and approach, test plans, test data, comparison of before and after the solutions have been implemented **Benefits:** cost savings, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency, safer, more competitive **Risks:** costs, faults in system/tools, lack of knowledge, employee rejection, customer rejection

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand the methods used to enhance IT security in an organisation	Evaluate the main risks to IT security	**Risks:** Inappropriate disclosure of personal information, misuse of images, data loss, unwanted or inappropriate content or access, Cyberbullying, tasteless or unsuitable personal comments, offensive or illegal content, inappropriate behaviour, posting inappropriate content. Worms, viruses, denial of service, hacking of systems, Trojans, spam, theft of data, hacking, accidental deletion or change to data, phishing, identify theft **Control measures:** Spyware, reporting inappropriate content; checking posts, monitoring audio/visual discussions. Set passwords, physical access controls i.e. keypads or locks, anti-virus software, adjust firewall settings, carry out security checks, report security threats and breaches, back up data and software and store appropriately, download and install software patches and updates, treat messages, files, software and data from unknown sources with caution, proxy servers **Organisation:** about uses, security, safety, copyright, plagiarism, libel, back-ups, confidentiality and data protection, using collaborative technology; careful disposal of information items, behaviour; legal and regulatory requirements relating to behaviour and content e.g. Equality Act 2008; Computer Misuse Act 1998; Copyright law
	Evaluate the control measures in place to maximise personal and data protection	
	Explain how organisations are using innovative systems and software to help improve cyber security	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Content and layout**: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams), numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track), interactive components (eg message boards, forms, e-mail links, registration log-ins), down loads (eg pdf files, pod casts) **Constraints affecting websites**: Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR **Website features**: Web page features will vary, but may include: navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups), multimedia (eg animation, sound linked to actions, video clips, sound track), interactive (eg message boards, forms, downloads, pod casts, e-mail links, registration log-ins); e-commerce facilities **Website access issues**: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents), ways to increase accessibility, ways to improve download speeds, ways to improve search engine results **Web page templates**: Web page content and layout will vary according to the template, but may include: text (eg body text, headings, captions), images (eg still photographs, diagrams),
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		numbers (eg tables, charts or graphs), background (eg colours, gradients, patterns, textures), structure (eg frames, side bars), moving images (eg animation, video clips), sound (eg clips linked to navigation, background music, video sound track), interactive components (eg message boards, database fields, forms, e-mail links, registration log-ins), downloads (eg pdf files, podcasts) **Web page styles**: Styles will vary according to the different elements of the website design, but may include: typeface (eg font, colour, size and alignment of headings, captions or body text), lines (eg type, thickness and colour of borders, tables, diagrams), structure (eg size of frames, number of tabs, format of menu), cascading style sheets **File types**: Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3) **Store and retrieve**: Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)
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	**Combine information**: Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application):Techniques: Copy and paste, insert, screen grabs/shots, File download (eg connect USB lead, drag and drop), file transfer protocol (FTP). Forms of information: moving images, sound; pre-recorded, live, web-streaming **Editing techniques**: Editing techniques will vary in line with the type of information, for example: select, copy, cut, paste, undo,
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate programming and development techniques to add features and enhance websites	redo, drag and drop, find, replace, size, crop, position, change templates Programming and development techniques: Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language, creating code using an appropriate programming language, adding multimedia content to web pages, setting up a secure area, message board or e-mail link, adding meta tags **File formats**: Change format of documents to RTF or HTML **Check web pages**: Using help; Will vary depending on the content but may include, for example: Text: Spell check; grammar check, type face and size, hyphenation Layout: Page layout, margins, line and page breaks, tables, sections Images: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution
	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	**Testing methods**: Methods will vary but may include: viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links, testing multi-media and interactive elements **Quality problems with websites**: Problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work 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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose	multimedia features (eg sound levels, image resolution, synchronisation of sound and images), interactive features (eg response to posting a message or when key fields on forms are not completed, downloads not active) **Upload and publish website**: Upload content to a template, use file exchange programme to upload and publish (eg FTP or HTTP), improve loading speed of a website, submit to search engines

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
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	**Types of information:** Text, numbers, images, other graphic elements (eg lines, borders), hyperlinks, charts, objects **Templates:** Use existing templates; create, amend and delete templates **Combine information:** Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks, link information from one type of software to information produced using different software; merge fields **Store and retrieve:** File properties; protection; versions, storage and backup locations; file formats; open rtf file in application, save file as text, rtf or html, password protection; methods to reduce file size. Templates, stylesheets **Work with multiple documents or users:** Version control, audit and track changes, compare and merge documents; document sharing and collaboration **Customise interface:** Shortcuts, toolbars, menus; default settings; start-up, language
	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	
	Customise interface to meet needs	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Create and modify appropriate layouts, structure and styles for word processing documents	Analyse and explain the requirements for structure and style	**Requirements for structure and style**: Document layout, house style, branding **Tables and forms**: Insert and delete cells, rows and columns, adjust row height and column width; Add table, complete forms and tables, convert text to table; create and amend forms; merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort, position, headings, totals; heading rows; embedded spreadsheet data **Format columns**: Modify column number and width, add column breaks, add columns to whole document and part of a page **Styles**: Heading styles; Apply or change existing styles to a word, line, paragraph or section; define, organise and use new styles **Page layout**: Paper size and type, change page orientation, margins, header and footer, page and section breaks, page numbering, date and time, columns, adjust page set up for printing or web publishing, facing pages, booklets **Document structure**: Page breaks, columns, sections, Bookmarks, cross referencing using indexes and contents page, outlines, master and sub-documents
	Create, use and modify columns, tables and forms to organise information	
	Define and modify styles for document elements	
	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	**Format characters**: Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols, spacing, position **Format paragraphs**: Alignment, bullets, numbering, line spacing, paragraph spacing, borders, shading, indents, tabs, widows and orphans, outline, sub-numbering, style sheet; custom styles; graphics; objects, text wrap
	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	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Select and use appropriate techniques to format characters and paragraphs	**Automate routines**: Keyboard shortcuts; autotext; customise menus; macros **Check word processed documents**: Spell check, grammar check, typeface and size, hyphenation, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency, clarity; language and dictionary settings; cross referencing **Quality problems with documents**: Will vary according to the content, for example, text (eg styles, structure, layout), images (eg size, position, orientation), numbers (eg decimal points, results of any calculations); links, cross references, versions
	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	

Developing Personal and Team Effectiveness Using IT (H/503/0501)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand how IT can support personal development	Describe how IT tools and resources can support own learning and development	**IT Tools:** communications, email, sharing calendars, sharing files, intranet, netmeeting, bulletin boards, on line help, tutorials, enewsletters, video training; social media tools: forums, blogs, chat, social networks, websites, worldwide, mobile devices and applications, collaborative technology, cameras, internet, news, wireless, virtual learning environments, media rich content, simulation
	Explain how IT tools and systems can be used to support personal performance improvement	
Use IT to support personal development	Implement IT tools and systems to support personal performance and time management	**Action Plan:** dates, targets, goals, progress, strengths, weaknesses, training requirements
	Develop and implement an action plan to use IT to improve own working practice	
Understand how IT can support the development of team effectiveness	Describe the roles and responsibilities of team members	**Roles:** helpdesk operator, systems analyst, website designer, systems administrator, programmer, network technician, IT trainer
	Explain how IT tools and systems can be used to enhance effective team communications and collaboration	
	Compare ways that IT can be used to overcome obstacles to effective teamwork	
Work as a member of a team to achieve defined goals and implement agreed plans	Assess contribution of own use of IT to team activities	**Feedback:** positive, negative, constructive, instructional, supportive, oral, written, group, individual **Systems:** hardware, software
	Provide feedback to others on their use of IT in a constructive and considerate manner	
	Review feedback from others on own performance and adapt behaviour where appropriate	

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
	Assist others to use new IT tools and systems	

4. Assessment

4.1 Assessment Centre Requirements

To be able to offer these qualifications an organisation must be a BCS Approved Centre. Details of what is required to be a centre can be found on our website.

4.2 Assessing Learner Work

These qualifications are assessed in a variety of ways, based on the appropriate method for the required assessment criteria. There are 3 forms of assessment:

Automated Testing

The tests cover all ICDL units where a learner will take the test on a computer at an Approved Centre, this offers instant results to the learner.

The tests vary in length and time allowance dependant on unit taken.

BCS is responsible for Quality Assuring the tests.

Manual Tests

Manual tests are written assessments marked by the Centre. The tests are written and managed by BCS 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 sample and re-mark approximately 10% of tests taken.

The ICDL Advanced qualification has the option for paper based written assessments and all papers are marked by external consultants. All results that are +/- 5% of the test threshold will be verified by a separate external consultant.

Evidence Based (Portfolio Assessment)

Evidence based assessment is where learners' achievements are used to prove they meet the criteria set out in each IT User 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).

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'.

Grading

The pass mark is 75% (pass or fail only) for all units with the exception of Improving Productivity Using IT (IPU) which is explained below.

The IPU unit is broken down into 2 sections:

- Knowledge
- Performance

Learners should use skills gained in previous IT User units to complete scenario based assessments which prove their understanding of using IT to improve productivity in a practical work style environment.

To successfully pass the IPU unit, and the full qualification, learners are required to achieve:

- at least 75% in the knowledge section; and
- at least 75% of the tasks within the performance section.

Resits

There are no restrictions on the number of times you can resit the unit, although each resit will require a new registration and payment of the appropriate fee. You can only sit the unit once in a 24-hour period.

5.

5.1 Availability of Assessments

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

5.2 Summary of Assessment Methods

These qualifications are assessed in a variety of ways, based on the appropriate method for the required assessment criteria. The methods available for the units are summarised as follows (key on the following page):

Unit title	Assessment Type		
	Level 1	Level 2	Level 3
Audio Software	E	E	E
Bespoke Software	E	E	E
Computerised Accounting Software	E	E	E
Data Management Software	M, E	M, E	E
Database Software	M, A	M, A	M, A
Design Software	E	E	E
Desktop Publishing Software	E	E	E
Developing Personal and Team Effectiveness Using IT	N/A	E	E
Drawing & Planning Software	E	E	E
Imaging Software	E	E	E
Improving Productivity using IT	M, E, A	M, A, E	M, E
IT Communication Fundamentals	E	E	N/A

Unit title	Assessment Type		
	Level 1	Level 2	Level 3
Internet Safety for IT Users	E	N/A	N/A
IT Security for Users	M, A	M, E	E
IT Software Fundamentals	E	E	N/A
IT User Fundamentals	M, A	E	N/A
Multimedia Software	E	E	E
Optimise IT System Performance	E	E	E
Personal Information Management Software	E	E	N/A
Presentation Software	M, A	M, A	M, A
Project Management Software	E	M, A	E
Set up an IT System	E	E	E
Specialist Software	E	E	E
Spreadsheet Software	M, A	M, A	M, A
Understanding the Potential of IT	N/A	E	E
Using a Computer Keyboard	E	N/A	N/A
Using Collaborative Technologies	A	E	E
Using email *	M, A	E	E
Using Mobile IT Devices	E	E	N/A
Using the Internet *	M, A	E	E
Video Software	E	E	N/A
Website Software	E	E	E
Word Processing Software	M, A	M, A	M, A

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

Key:

M – Manual Testing A – Automated Testing

E – Evidence Based Testing

N/A – Unit not available at this level

5.3 System requirements

For Automated Tests please refer to the Atlas Cloud System Requirements document which is available on the ACF.

Manual Tests are available for the following Microsoft Office components (where applicable):

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Access
- Microsoft Project

Please note that test banks have been created for a variety of Microsoft Office versions. However, not all modules are available in all Office versions. Please see the ACF for further information.

In order to ensure total accessibility and protect the integrity of BCS qualifications, manual tests should only be completed in the application version for which they have been created.

6. Recognised Prior Learning/RQF Credit Transfer

If a Learner is registered for a BCS qualification and they already have a prior achievement of one or more of the units for that qualification, the unit(s) can be marked as complete using the RCF Credit Transfer process. A guide containing instructions on how to do this can be found on the ACF.

Please note that qualifications being credited will usually have a three-year time limit that begins from the date of the first unit pass therefore if a unit is credited with a prior achieved result from two years ago, the Learner will now only have one year remaining to complete the qualification.

7. Support

7.1 Specimen Assessment Materials

Sample test papers are available for all units where manual tests are an option. These papers are available upon request, however if you are an approved centre with BCS they can be accessed via the Approved Centre Forum (ACF).

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.

7.2 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 the ACF
Unit guidance	Available on the ACF (embedded within evidence record sheets)
Courseware	Available from approved 3rd party providers (see the ACF)

7.3 Access to Assessment

BCS will endeavour 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.

Requests for reasonable adjustments will be managed by the Centre and considered by BCS to ensure they meet the legal regulatory requirements. Further information about our access to assessment policy can be found on the Approved Centre Forum.

8. Contact Us

BCS is committed to providing you with professional customer service and support. Please see how to contact us by clicking on this link: https://www.bcs.org/contact-us/.

If you require this document in accessible format, please contact us.

Appendix: Qualification Level Descriptors

Level 1

Knowledge

The holder

- has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems;
- is aware of aspects of information relevant to the area of study or work.

Skills

The holder can

- use basic cognitive and practical skills to complete well-defined routine tasks and procedures;
- select and use relevant information;
- identify whether actions have been effective.

Level 2

Knowledge

The holder

- has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems;
- can interpret relevant information and ideas;
- is aware of a range of information that is relevant to the area of study or work.

Skills

The holder can

- select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems;
- identify, gather and use relevant information to inform actions;
- identify how effective actions have been.

Level 3

Knowledge

The holder

- has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine
- can interpret and evaluate relevant information and ideas
- is aware of the nature of the area of study or work
- is aware of different perspectives or approaches within the area of study or work.

Skills
The holder can

- identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine
- use appropriate investigation to inform actions
- review how effective methods and actions have been.

Useful Links

If you're interested in delivering our qualifications, further information is available on our website: https://www.bcs.org/deliver-and-teach-qualifications/become-accredited/

Approved Centre Forum: https://tcforum.ecdl.co.uk/tcforum/