

Qualification Specification

BCS Level 2 ECDL Certificate in IT Application Skills

600/6943/0

Version 1.8

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

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1. About BCS

BCS, The Chartered Institute for IT, is committed to making IT good for society. We promote wider social and economic progress through the advancement of information technology science and practice.

We are committed to using the power of our network to bring about positive, tangible change. We do this by bringing together industry, academics, practitioners and government to share knowledge, promote new thinking, influence and shape public policy and inform society as a whole.

2. Equal Opportunities

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

3. Introduction to the qualification

3.1 Qualification summary

Qualification Number	600/6943/0
Qualification Title	BCS Level 2 ECDL Certificate in IT Application Skills
Qualification Level	Level 2
Total Credits	16
Sector Skills Area	6.2 ICT for users
Operational Start Date	01/08/2013
Total Qualification Time	189
Guided Learning Hours	120
Offered in England	Yes
Offered in Wales	Yes
Offered in Northern Ireland	Yes
Overall Grading Type	Graded
Assessment Methods	E-assessment, Task-based Controlled Assessment
Grading Scale	Pass/ Merit/ Distinction/ Distinction*

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

This qualification is part of a suite of ITQ qualifications at Levels 1 to 3. The ITQ is based on the 2009 National Occupational Standards (NOS) for IT users.

The BCS Level 2 ECDL Certificate in IT Application Skills has been approved by the Department for Education (DfE) for teaching to 14-16 year olds as a Technical Award. Technical Awards are broad, high quality level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills not usually acquired through general education. This qualification will be reported in the technical award category of the 2017 key stage 4 performance tables.

3.2 Purpose of the qualification

This qualification is designed for young people who are looking to gain knowledge and skills of IT software applications to progress their learning in IT, or any subject where basic IT skills are required.

This qualification covers core IT applications commonly used in many organisations around the world.

Completing this qualification will improve learners understanding of key IT applications and teach them how to use the software efficiently. They will learn how to choose the right software application and use different techniques to get a job done. It enables learners to use a computer confidently and effectively, and encourages problem-solving, creativity and communication.

The qualification provides learners with skills to improve productivity through IT and enables them to review and adapt their ongoing use of IT tools and systems to make sure that activities are successful.

3.3 Structure of the qualification

The BCS Level 2 ECDL Certificate in IT Application Skills qualification consists of four mandatory units at Level 2:

- Word Processing Software
- Spreadsheet Software
- Presentation Software
- Improving Productivity using IT

The learner must pass all four mandatory units to be awarded the qualification.

3.4 Size

Total Qualification Time (TQT) is the total amount of time (in hours) expected to be spent by a learner to achieve a qualification. It includes both Guided Learning Hours (GLH) and hours spent in preparation, study and assessment.

The BCS Level 2 ECDL Certificate in IT Application Skills has a TQT of 189 hours, which includes 120 GLH.

3.5 Level

Qualifications in England, Wales and Northern Ireland are grouped into levels, from entry level to level 8. Qualifications at the same level are a similar level of difficulty, but the size and content of the qualifications can vary.

This qualification sits at Level 2 on the Regulated Qualifications Framework (RQF). Level 2 qualifications meet the following level descriptors:

Qualification Level 2 Descriptor	
Summary	<ul style="list-style-type: none"> • Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. • It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
Knowledge and understanding	<ul style="list-style-type: none"> • Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems • Interpret relevant information and ideas • Be aware of the types of information that are relevant to the area of study or work
Application and action	<ul style="list-style-type: none"> • Complete well-defined, generally routine tasks and address straightforward problems • Select and use relevant skills and procedures • Identify, gather and use relevant information to inform actions • Identify how effective actions have been
Autonomy and accountability	<ul style="list-style-type: none"> • Take responsibility for completing tasks and procedures • Exercise autonomy and judgement subject to overall direction or guidance

3.6 Prior learning

There are no pre-requisites that a learner must achieve prior to taking this BCS Level 2 ECDL Certificate in IT Application Skills qualification.

3.7 Learner progression

Learners completing this qualification will be able to demonstrate the knowledge and skills needed to progress to further learning at level 3, studying qualifications for example:

- BCS Level 3 ECDL Award in IT User Skills 601/0635/9
- BCS Level 3 Certificate in IT User Skills (ECDL Advanced) (ITQ) 500/6243/8
- BCS Level 3 Diploma in IT User Skills (ITQ) 500/6386/8

This qualification can also count towards the entry requirements of a number of other academic and vocational further learning options including*:

- Business Studies A Level
- Business Studies BTEC Level 3
- Business BTEC First
- Creative Media Production – BTEC Level 3 Diploma
- ICT A Level
- Media Studies AS Level
- Media Studies A Level
- Geography A Level
- Biology A Level
- English A Level
- History A Level
- Travel and Tourism Level 2

**Please check the entry requirements check with each organisation as they may vary.*

As IT has become an integral part of learning, the ability to create professional documents, manipulate data and deliver high quality presentations is a vital skill that can be used in further learning and work placements.

IT skills are used a variety of job roles in all kinds of organisations including those in manufacturing, retail, education, hospitality, health and social care, business services, transport and public services.

4. Units

4.1 Overview

The BCS Level 2 ECDL Certificate in IT Application Skills qualification is comprised of four mandatory units:

Unit Name (Level 2)	Unit Code	Guided Learning Hours	Credit Value
Word Processing Software	R/502/4628	30	4
Spreadsheet Software	F/502/4625	30	4
Presentation Software	M/502/4622	30	4
Improving Productivity using IT	J/502/4156	30	4

There is no specific order for completion of the units. However, it is recommended that the learner should complete the Improving Productivity using IT unit as the final unit as this brings together components from the Software Application units.

4.2 Learning outcomes and assessment criteria

4.2.1 Word Processing Software

The Word Processing Software unit sets out essential concepts and skills relating to the ability to use a word processing application to create everyday documents. It aims to provide learners with the ability to use a software application designed for the creation, editing and production of largely text-based documents.

This unit is about the skills and knowledge required by an IT user to select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Word processing tools and techniques will be described as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar;
- the choice of techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for the inputting, manipulating and outputting of the information.

Learners will learn how to:

- Work with documents and save them in different file formats.
- Choose built-in options such as the Help function to enhance productivity.
- Create and edit small-sized word processing documents that will be ready to share and distribute.
- Apply different formats to documents to enhance them before distribution and recognize good practice in choosing the appropriate formatting options.
- Insert tables, images and drawn objects into documents.
- Prepare documents for mail merge operations.
- Adjust document page settings and check and correct spelling before finally printing documents.

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

4.2.2 Spreadsheet Software

The Spreadsheet Software unit sets out essential concepts and skills relating to understanding the concept of spreadsheets and demonstrating an ability to use a spreadsheet to produce accurate work outputs. It aims to provide learners with the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

This level is about the skills and knowledge required by an IT user to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Spreadsheet software tools and techniques will be defined as 'intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and
- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

Learners will learn how to:

- Work with spreadsheets and save them in different file formats.
- Choose built-in options such as the Help function within the application to enhance productivity.
- Enter data into cells and use good practice in creating lists. Select, sort and copy, move and delete data.
- Edit rows and columns in a worksheet.
- Copy, move, delete and appropriately rename worksheets.
- Create mathematical and logical formulas using standard spreadsheet functions. Use good practice in formula creation and recognize error values in formulas.
- Format numbers and text content in a spreadsheet.
- Choose, create and format charts to communicate information meaningfully.
- Adjust spreadsheet page settings and check and correct spreadsheet content before finally printing spreadsheets.

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

4.2.3 Presentation Software

This unit sets out essential concepts and skills relating to demonstrating competence in using presentation software. It aims to provide learners with the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Presentation tools and techniques at this level will be described as 'intermediate' because:

- the software tools and functions used will be at times non-routine or unfamiliar;
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

Learners will learn how to:

- Work with presentations and save them in different file formats.
- Choose built-in options such as the Help function within the application to enhance productivity.
- Understand different presentation views and when to use them, choose different slide layouts and designs.
- Enter, edit and format text in presentations. Recognize good practise in applying unique titles to slides.
- Choose, create and format charts to communicate information meaningfully.
- Insert and edit pictures, images and drawn objects.
- Apply animation and transition effects to presentations and check and correct presentation content before finally printing and giving presentations.

Learning outcomes The learner will be able to...	Assessment criteria The learner can...
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation 1.2 Enter text and other information using layouts appropriate to type of information 1.3 Insert charts and tables into presentation slides 1.4 Insert images, video or sound to enhance the presentation 1.5 Identify any constraints which may affect the presentation 1.6 Organise and combine information of different forms or from different sources for presentations 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use 2.2 Select, change and use appropriate templates for slides 2.3 Select and use appropriate techniques to edit slides and presentations to meet needs 2.4 Select and use appropriate techniques to format slides and presentations 2.5 Identify what presentation effects to use to enhance the presentation 2.6 Select and use animation and transition effects appropriately to enhance slide sequences
3 Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively 3.2 Prepare slideshow for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

4.2.4 Improving Productivity using IT

The Improving Productivity using IT unit focuses on developing the ability to plan, evaluate and improve procedures involving the use of IT tools and systems in order to improve the productivity and efficiency of work activities.

This unit is about the skills and knowledge needed by the IT user to plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity.

Any aspect that is unfamiliar will require support and advice from other people.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some preparation, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Learners will learn how to:

- Plan to carry out tasks using IT to achieve the required purpose and outcome.
- Use IT systems and software to complete planned tasks and produce effective outcomes
- Review and adapt the use of IT tools and systems to make sure that activities are successful.
- Analyse the strengths and weaknesses of their work.
- Develop solutions to improve own productivity in using IT.
- Test solutions to ensure that they work as intended.

Learning outcomes The learner will be able to...	Assessment criteria The learner can...
1 Input and combine text and other information within presentation slides	1.1 Describe the purpose for using IT
	1.2 Describe the methods, skills and resources required to complete the task successfully
	1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome
	1.4 Describe any factors that may affect the task
	1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
	1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
	1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity
2 Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	2.1 Review ongoing use of IT tools and techniques and change the approach as needed
	2.2 Describe whether the IT tools selected were appropriate for the task and purpose
	2.3 Assess strengths and weaknesses of final work
	2.4 Describe ways to make further improvements to work
	2.5 Review outcomes to make sure they match requirements and are fit for purpose
3 Develop and test solutions to improve the ongoing use of IT tools and systems	3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency
	3.2 Describe ways to improve productivity and efficiency
	3.3 Develop solutions to improve own productivity in using IT
	3.4 Test solutions to ensure that they work as intended

5. Assessment

5.1 Assessment summary

The structure of the assessment for this qualification ensures that 100 per cent of this qualification is assessed through four externally set and externally marked examinations using Automated Assessment Systems (also known as e-assessment).

Each unit is subject to an assessment designed to assess the knowledge, skills and understanding required to plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar at an intermediate level.

Assessments comprise both knowledge and performance questions relating to IT applications. They are based around convincing scenarios and coherent tasks which are designed to cover all learning outcomes and assessment criteria within each unit. Where necessary, learners will be provided with data files which they will need to use to complete the unit assessment tasks.

In total, learners will undertake 3 hours 15 minutes of external assessment.

In order to be awarded a qualification, learners must pass all four unit assessments.

Learners who do not pass all four unit assessments will not achieve the qualification.

Unit assessments are marked as pass or fail.

The pass marks for each unit are shown in the following table:

Unit title	Unit code	Duration	Pass mark
Word Processing	R/502/4628	45 minutes	75%
Spreadsheet Software	F/502/4625	45 minutes	75%
Presentation Software	M/502/4622	45 minutes	75%
Improving Productivity using IT	J/502/4156	60 minutes	55%

At any given time, there are four assessment tests available for each unit.

Learners who fail an assessment at the first sitting will have one opportunity to resit. There must be a full calendar day between attempts. The Automated Assessment System ensures that learners cannot sit the same assessment twice.

Assessments are available on demand. Once BCS Approved Centres deem their learners to be ready for assessment, the centre can decide when to schedule the assessment.

5.2 Assessment methods

One hundred per cent of this qualification is subject to externally set and externally marked examinations using Automated Assessment Systems (also known as e-testing).

Automated Assessment Systems provide assessments and administration either via online provision, supplied by BCS-approved automated assessment providers. The system automatically marks learners' responses to questions against predetermined mark schemes in order to produce an overall mark. The results are available immediately to learners upon completion of the assessment.

Each assessment incorporates a range of task types to assess the Learner, including:

Assessment task type	Description
Performance Simulation Assessment	Learners undertake tasks for each question using a simulation of an application
Performance In-Application Assessment	Learners undertake tasks for each question using a live application
Hotspot/Multiple Choice Assessment	Learners undertake tasks for each question using hotspot and multiple choice questions

All users, Invigilators and Learners of the automated assessment system must have individual logins with passwords only known to them.

Learners are assessed under controlled examination conditions designed to ensure that assessment can only take place within an environment that meets the standard requirements. Consideration is made to the following items:

- The safety of the testing environment
- Disability access
- Spacing of the computers
- The noise level and other possible distractions
- Technical stability of the testing computers

Assessment sessions must be fully monitored by an Invigilator registered with BCS a to ensure they are performed in the required manner. The Invigilator must be present in the assessment environment at all times from assessment preparation through to assessment completion. At the start of each assessment, learners must be made aware of assessment regulations relating to the qualification.

Detailed requirements for controlled examination conditions can be found in the BCS Approved Centre Operational Requirements Manual.

There is no predetermined order for testing the knowledge and performance items, however it is suggested that the knowledge items are tested last to enable the learner to draw on their experiences during the performance tasks.

The assessments for the word processing software, spreadsheet software and presentation software units follow the same format.

The assessment for the Improving Productivity Using IT unit acts as the qualification's synoptic assessment and incorporates the software applications covered in the other three units.

5.3 Unit assessment summaries

5.3.1 Word processing software unit

This unit is assessed through an externally set and externally marked assessments using Automated Assessment Systems. Assessments take place under controlled examination conditions. Learners must complete 25 to 35 tasks in 45 minutes. Tasks cover a range of word processing skills including:

- Opening & saving files
- View Mode & document orientation
- Using Font tools & paragraph styles
- Numbering
- Using Spell Checker
- Basic Table tools
- Using mail merge tools
- Page Layout tools

5.3.2 Spreadsheet software unit

This unit is assessed through externally set and externally marked examination using Automated Assessment Systems. Assessments take place under controlled examination conditions. Learners must complete 25 to 35 tasks in 45 minutes. Tasks cover a range of spreadsheet skills including:

- Opening & saving files
- Zoom display
- Adjusting row height
- Entering a formula into a cell
- Formatting cells
- Using the IF function, the ROUND function
- Sorting Cells

5.3.3 Presentation software unit

This unit is assessed through an externally set and externally marked examination using Automated Assessment Systems. Assessments take place under controlled examination conditions. Learners must complete 25 to 35 tasks in 45 minutes.

The first question in the assessment is a multiple choice question. Learners must complete subsequent tasks covering a range of presentation software skills including:

- Opening & saving files
- Applying themes & using different slide colours
- Zoom display

- Using and grouping objects and adding new slides
- Adding and manipulating images
- Formatting text, using bullets & colours
- Basic table and chart tools
- Using spell checker
- Basic slide transition tools

5.3.4 Improving productivity using IT unit

This unit is assessed through an externally set and externally marked examination using automated testing. Examinations take place under controlled exam conditions. Learners must complete 40 tasks in 60 minutes. All sections must be completed during the same assessment session.

This unit provides the synoptic assessment element of the qualification. Learners must demonstrate that they can independently identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from the word processing, spreadsheet and/or presentation software units.

In order to reflect the standards of competence expected by industry and employers, the Improving Productivity using IT unit assessment is designed to demonstrate that learners can apply their relevant skills and knowledge to develop a specified outcome, product or solution needed to complete realistic scenarios.

For each scenario the outcomes have been specified but the application or tools they should use to produce it have not. Learners must make choices about applications and tools independently.

For assessment purposes this unit is broken down into four sections; each relating to a 'real life scenario' set out at the beginning of the paper.

5.4 Synoptic assessment

Synoptic assessment is defined as a form of assessment which requires a learner to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.

The synoptic assessment element of this qualification is covered by the Improving Productivity Using IT unit.

5.5 Grading

The BCS Level 2 ECDL Certificate in IT Application Skills qualification has a four-tier grading structure, ranging from Pass to Distinction*. This grading structure has been developed to ensure consistency across our range of qualifications and to differentiate this qualification (as a Vocational Qualification) from GCSE qualifications.

Learners must achieve a pass in all four units in order to achieve the qualification. Each unit is equally weighted at 25%.

The overall qualification grade will be calculated based on aggregation of the learner's raw marks in each of the four unit assessments.

- To achieve a Pass, a learner must obtain an overall mark of 70% or above.
- To achieve a Merit, a learner must obtain an aggregated mark of 75% or above.
- To achieve a Distinction, a learner must obtain an aggregated mark of 80% or above.
- To achieve a Distinction*, a learner must obtain an aggregated mark of 85% or above.

5.6 Grade descriptors

In order to achieve the qualification, learners must pass each of the four units. A Pass grade indicates that the learner has met the learning outcomes. All grades above Pass indicate that the learner has reached a further level of achievement based on their performance in the assessments in relation to the assessment criteria for each unit.

Grade descriptors are described in the following table:

Grade	Description
Distinction*	The learner has an excellent depth and breadth of understanding of the qualification's content and is able to demonstrate that all learning outcomes have been met. The learner will have been able to complete all tasks thoroughly in a manner far exceeding the minimum standard.
Distinction	The learner has a good depth and breadth of understanding of the qualification's content and is able to demonstrate that all learning outcomes have been met. The learner will have been able to complete all tasks effectively, exceeding the minimum standard.
Merit	The learner has a reasonable depth of understanding of the qualification's content beyond that expected of a pass at Level 2 and is able to demonstrate achievement across the full range of learning outcomes. The learner will have been able to complete most tasks in a manner exceeding the minimum standard.
Pass	The learner shows a basic understanding of the main features of the qualification's content and is able to demonstrate that all learning outcomes have been met. The learner will have shown that they can complete tasks to the minimum standard.
Fail	The learner is not able to demonstrate that all learning outcomes have been met.

5.7 Examples of grade calculations

Example 1: Achievement of a pass grade

The following learner passed all units by meeting the minimum pass mark in each unit.

Assessment task type	Pass rate	Learner achievement
Word Processing Software	75%	75%
Spreadsheet Software	75%	75%
Presentation Software	75%	75%
Improving Productivity using IT	55%	55%
Total learner achievement (marks)	280	280
Total learner achievement (%)	70%	70%

This equates to 70% total achievement which is a Pass grade.

Example 2: Achievement of a Distinction* grade

The following learner passed all units with high levels of performance.

Assessment task type	Pass rate	Learner achievement
Word Processing Software	75%	100%
Spreadsheet Software	75%	85%
Presentation Software	75%	85%
Improving Productivity using IT	55%	80%
Total learner achievement (marks)	280	350
Total learner achievement (%)	70%	88%

This equates to 88% total achievement which is a Distinction* grade.

Example 3: Learner failed

The following learner achieved an aggregated achievement of 78% but did not pass because they did not meet the 75% pass mark for the Presentation Software unit.

Assessment task type	Pass rate	Learner achievement
Word Processing Software	75%	80%
Spreadsheet Software	75%	100%
Presentation Software	75%	68%
Improving Productivity using IT	55%	62%
Total learner achievement (marks)	280	310
Total learner achievement (%)	70%	78%

5.8 Specimen assessment materials

Sample tests and diagnostic tests are available to accredited centres for all units. Diagnostic tests provide detailed feedback, advising of areas for improvement.

5.9 Support materials

BCS provides the following resources specifically for this qualification:

Word Processing	
Sample assessments	Zip files: Office 2013 Office 2010 Office 2003
Courseware	Word Processing Software demo For more information about approved third party Courseware providers see www.bcs.org/ecdl

Spreadsheet software	
Sample assessments	Zip files: Office 2013 Office 2010 Office 2003
Courseware	Spreadsheet Software demo For more information about approved third party Courseware providers see www.bcs.org/ecdl

Presentation software	
Sample assessments	Zip files: Office 2013 Office 2010 Office 2003
Courseware	Presentation Software demo For more information about approved third party Courseware providers see www.bcs.org/ecdl

Improving Productivity using IT	
Sample assessments	Zip files: Office 2013 Office 2010 Office 2003
Courseware	Improving Productivity Using IT demo For more information about approved third party Courseware providers see www.bcs.org/ecdl

5.10 Access to Assessment

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

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

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

5.11 Centre requirements

In order to offer this qualification, centres need to become a BCS Approved Centre and comply with our Key Operating Principles.

A BCS Approved Centre:

- Must maintain an auditable record of centre activity.
- Must ensure staff are trained and competent to perform their role.
- Must keep BCS up to date with testing locations and staff details.
- Must ensure learners are registered for their qualification with BCS before they take their first live test.
- Must ensure tests are taken under the required test conditions.
- Must ensure resits of the same unit are not taken within one full calendar day.
- Must maintain the security and the confidentiality of the assessment materials.
- Must issue certificates promptly and securely.
- Must review activities to quality assure your delivery.
- Must adhere to BCS policies and have associated centre-level policies including appeals and complaints, access to assessment, quality assurance and equal opportunities.

Further information about BCS Approved Centre requirements, roles and responsibilities can be found in the BCS Approved Centre Operational Requirements Manual.

6. Contact Points

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

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