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)

Version V3.3 May 2025

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

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
V3.2	Formatting updates. Unit codes combined to align with Core and Extra qualifications.
V2.10	Paragraph added to the end of section 1.4.
V2.9	Note added to the Assessment section (under 3.3 Grading). Updated distribution list. 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 ICDL 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.

BCS 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.

Centres in Wales who are considering delivering the following qualifications to 14-16 year old learners, should contact BCS in the first instance.

500/6226/8 BCS Level 1 Award in IT User Skills (ICDL Essentials) (ITQ)
601/1237/2 BCS Level 2 ICDL Certificate in IT User Skills

Please see how to contact us by clicking on this link: https://www.bcs.org/contact-us/

This will enable BCS to contact Qualifications Wales to try to secure funding for the 14-16 age bracket.

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 BCS Level 3 Certificate in IT User Skills (ICDL Advanced) (ITQ) or BCS Level 3 Certificate in IT User Skills (ITQ) 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) (ITQ)	500/6226/8	61	92
BCS Level 1 ICDL Award in IT User Skills	601/0633/5	69	89
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) (ITQ)	500/6242/6	90	120
BCS Level 3 Certificate in IT User Skills (ITQ)	500/6176/8	203	247
BCS Level 3 Certificate in IT User Skills (ICDL Advanced) (ITQ)	500/6243/8	220	290

1.8 Minimum and Maximum Credit Values

ITQs are available in two sizes (Award and Certificate). The Award is available in levels 1 and 2, while the Certificate is available in 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 our flexible 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	N/A
Certificate	13 – 16	16-20	25 -30

2. Structure and Content

BCS ITQs 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

You can find more information about the fixed qualifications using the following links:

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

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

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

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

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) (ITQ) (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	15
Maximum Credit Value	20
Mandatory Unit	L2 Improving Productivity Using IT (4 credits)
Optional Units	At least 11 and at most 15 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 Y/507/9680	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 D/507/9681	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

* Level 2 Using the Internet and Using email units are only offered as a combined unit with a credit value of 7.

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

* Level 3 Using the Internet and Using email units are only offered as a combined unit with a credit value of 8.

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 (e.g. connect USB lead, drag and drop) **File format**: Supported by the software used (e.g. png, quicktime) **Store and retrieve**: Files (e.g. 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 (e.g. less than 2 mins) **Combine information**: Audio clips into presentations **Techniques**: Copy and paste, insert, **Forms of information**: Sound (e.g. spoken word, music, sound effects) **Copyright constraints**: Effect of copyright law (e.g. 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 (e.g. 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 (e.g. start, stop, fast forward, rewind, pause); sound (e.g. 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
	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	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone(e.g. headset, built-in), camera (e.g. web cam, video camera, mobile phone camera)
	Respond appropriately to data entry error messages	
		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 and format information	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example:
	Check information meets needs, using IT tools and making corrections as appropriate	Editing – select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch

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

Computerised Accounting Software (F/502/4401)

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 accurately into records to meet requirements	**Enter accounting data**: Use of data entry form and wizards; add/amend record (sales/purchase order; invoice)
	Locate and display accounting data records to meet requirements	**Locate and display**: Search, sort, filter. Print records
	Check data records meet needs using IT tools, making corrections as necessary	**Check data**: Spell check, format, consistency, accuracy, remove duplication, verify data; edit details; check calculations; check coding
	Identify the risks to data security and procedures used for data protection	**Security risks and procedures**: Access control; authorised use, confidentiality, protection of personal data, password protection and management, user authentication
	Follow local and/or legal guidelines for the storage and use of data	**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 tothe application.
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
	Review the transaction process and identify any errors	**Transaction errors and problems**: Using help; duplication, limits of own responsibility, process for reporting errors and problems
	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
	Generate accounting documents as required	**Management reports**: Will vary according to task, but may include for example: audit trail, customer activity; day book; aged debtor, aged creditor
	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
	Enter data accurately into records to meet requirements	**Amend data records**: Find, search and replace; edit record, sort, use wildcards
	Locate and amend individual data records	**Check data records**: Spell check, format, accuracy, consistency, remove duplication, verify data
	Check data records meet needs, using IT tools and making corrections as necessary	**Security procedures**: Access control; authorised use, password protection and management, user authentication
	Respond appropriately to data entry error messages	**Error messages**: Due to field size, data type, validation checks; duplicate records; format; using help
	Follow local and/or legal guidelines for the storage and use of data where available	**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 tothe application.
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
	Identify which report to run to output the required information	**Reports**: Accessing reports that have already been run; using menus or shortcuts, report templates to produce standard reports based on current data
	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**
Understand simple database queries and locate information in a database table	Know why queries are produced.	**Database queries**: Alphanumeric sort, filter, single criteria
	Recognise how errors in data entry will affect query output	

	Create a simple query using single criteria	
	Sort a query in ascending, descending, alphabetical, numerical order.	
	Present selected fields only in a query	
	Filter data in a database table	
	Remove a filter from a database table	
	Sort selected records in ascending, descending, alphabetical, numerical order	
Understand and generate database reports	Know how to produce database reports to suit different purposes, audiences and needs	**Database reports**: Using menus, wizards or shortcuts
	Run a database report.	
	Change page orientation: portrait, landscape.	
Respond to data errors messages, checking data needs, using IT tools to include printing from a database	Understand data entry error messages: field size, data type, validation, duplicate records, incorrect format	**Database components**: What types of information are stored:tables, forms, queries, reports
	Amend data when data entry error occurs.	**Enter structured data**: Tables; fields, records; Use of data entryform; create new record; add record to table
	Use built-in spell and grammar check and correct errors.	**Locate and amend**: Find, search and replace; sort; wildcards
	Understand the importance of proofreading and reviewing databases to ensure information meets needs and data is displayed accurately and consistently	**Data entry errors**: Due to field size, data type, validation checks;using help
	Proof read to ensure information meets needs and data is displayed consistently.	**Check data**: Spell check, format, accuracy, consistency
	Use help function to resolve errors	
	Print database reports, displaying all items in full	
	Print selected pages of a report	

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
	Obtain, input and prepare designs to meet needs	
	Identify what generic copyright and other constraints apply to the use of designs	**Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Combine information of different types or from different sources for designs	**Combine information**: Insert, size, position, wrap, order, group
	Identify the context in which the designs will be used	**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
	Identify which file format to use for saving and exchanging designs	**File formats for designs and images**: Will vary according to the content, proprietary and open source formats
	Store and retrieve files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
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 (e.g. line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (e.g. lines, boxes and arrows)
	Use appropriate tools and techniques to manipulate and edit designs	**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour
	Check designs meet needs, using IT tools and making corrections as necessary	**Check designs and images**: Size, alignment and orientation, suitability of file format

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
	Identify what page design and layout will be required	**Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation
	Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant	**Local guidelines**: Templates, house style, branding, publication guidelines, styles, colours and font schemes
	Select and use appropriate media for the publication	**Publication media**: Web, document, multimedia
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
	Identify copyright constraints on using others' information	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Organise and combine information of different types or from different sources in line with any copyright constraints	**Combine presentation information**: Insert, size, position, wrap, order, group; Forms: images, text, graphic elements (e.g. borders, lines, panels, shading, logos)
	Store and retrieve publication files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
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
	Select and use appropriate techniques to edit publications and format text	**Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment

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
	Identify which template or blank document to use	**Other elements**: graphic elements (e.g. lines, arrows, borders,backgrounds, clip art), text, numbers
	Select the appropriate shapes, from those available, to meet needs	**Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone(e.g. headset, built-in), camera (e.g. web cam, video camera, mobile phone camera)
	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	**Templates and blank documents**: Blank documents; existing templates, working from an example document
	Combine information of different types or from different sources for drawings and plans	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	**Combine information**: Insert, size, position, wrap, order, group **Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
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
	Check drawings and plans meet needs, using IT tools and making corrections as necessary	**Format shapes and other elements**: Will vary, for example: text (e.g. font, paragraphs, text block, tabs, bullets), lines (e.g. width, length, colour, endings, beginnings), drawing elements (e.g. fill, shadow, corners), connections between shapes and other elements
	Use appropriate presentation methods and accepted page layouts	**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

Level 1

Learning outcomes The learner will….	Assessment Criteria The learner can…	Examples
Understand computers and devices, including hardware, software, licensing and maintenance	Define the term Information and Communication Technology (ICT).	**Start and shutdown procedures:** Log in, enter password, logout, shut down menu, lock, unlock
	Identify different types of ICT services/uses like: Internet services, mobile technology, office productivity applications	**IT system:** Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen,printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive)
	Define the term hardware. Identify the main types of computers like: desktops, laptops, tablets. Identify the main types of devices like: smartphones, media players, digital cameras	
	Define the terms processor, Random Access Memory (RAM), storage. Understand their impact on performance when using computers and devices	**Interface features:** Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise
	Identify the main types of integrated and external equipment like: printers, screens, scanners, keyboards, mouse/trackpad, webcam, speakers, microphone, docking station.	**System settings:** Window size, mouse settings, icon size,screen resolution, desktop contrast, sound volume
	Identify common input/output ports like: USB, HDMI	**Communication service:** Broadband, dial up, wireless, networkconnections, mobile device
	Define the term software and distinguish between the main types of software like: operating systems, applications. Know that software can be installed locally or available online	
	Define the term operating system and identify some common operating systems for computers and devices.	**Routine maintenance**: Clean hardware, delete unwanted data;Manufacturer's guidelines; what maintenance can be
	Identify common examples of applications like: office productivity, communications, social networking, media, design, mobile applications	

	Define the term End-User License Agreement (EULA). Recognise that software must be licensed before use	done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files
	Outline the types of software licenses: proprietary, open source, trial version, shareware, freeware.	**Cleaning**: For different components of an IT system; to maintainfunctionality; to maintain appearance; Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge
	Start a computer and log on securely using a user name and password	**Expert advice**: Limits of own understanding and skills, helpmenus, manufacturer's guidelines, how to follow advice, information needed by experts
	Log off, shut down, restart a computer using an appropriate routine	
	Know the importance of regular routine maintenance of IT systems and how to carry out routine maintenance of IT systems safely.*	
	Identify sources of help and take appropriate action to handle routine IT problems	**IT problems**: Program not responding, error dialogue, storagefull, paper jam
Understand and use desktop and icons, tools and settings and Microsoft Windows	Outline the purpose of the desktop and the task bar	
	Identify common icons like those representing: files, folders, applications, printers, drives, shortcuts/aliases, recycle bin/wastebasket/trash	
	Select and move icons	
	Create, rename, move, delete a shortcut/alias	
	Identify the different parts of a window: title bar, menu bar, toolbar, ribbon, status bar, scroll bar	
	Open, collapse, expand, restore down, maximise, resize, move, close a window	
	Switch between open windows	
	Use available help functions.	
	View the computer's basic system information: operating system name and version number, installed RAM	
	Change desktop configuration settings: date and time, volume settings, background, resolution	
	Change, add, remove keyboard language. Change default	

	language	
	Shut down a non-responding application	
	Install, uninstall an application	
	Connect a device (USB flash drive, digital camera, media player) to a computer. Disconnect a device using an appropriate routine	
	Capture a full screen, active window.	
Be able to produce successful outputs through working with text and printing	Open, close a word processing application. Open, close files	
	Enter text into a document.	
	Copy, move text within a document, between open documents. Paste a screen capture into a document.	
	Save and name a document	
	Install, uninstall a printer. Print a test page	
	Set the default printer from an installed printer list	
	Print a document from a word processing application	
	View, pause, restart, cancel a print job	
Understands file management within IT and can organise files and folders, along with being able to store and compress these effectively	Understand how an operating system organises drives, folders, files in a hierarchical structure. Navigate between drives, folders, sub-folders, files	**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
	Display file, folder properties like: name, size, location	**Storage media**: Disk, CD, DVD, data/memory stick, media card,hard drives, network drive, mobile device
	Change view to display files and folders like: tiles, icons, list, details.	**Organise and store**: Insert, remove, name, label, archive
	Identify common file types like: word processing, spreadsheet, presentation, portable document format (pdf), image, audio, video, compressed, executable files.	
	Open a file, folder, drive	
	Recognise good practice in folder, file naming: use meaningful names for folders and files to help with searching	

	and organisation	
	Create a folder.	
	Rename a file, folder.	
	Search for files by properties: all or part of file name using wildcards if necessary, content, date modified.	
	View list of recently used files	
	Select individual, adjacent, non-adjacent files, folder	
	Sort files in ascending, descending order by name, size, type, date modified	
	Copy, move files, folders between folders, drives	
	Delete files, folders to the recycle bin/wastebasket/trash and restore to original location	
	Empty the recycle bin/wastebasket/trash	
	Identify the main types of storage media like: internal hard disk, external hard disk, network drive, CD, DVD, Bluray Disc, USB flash drive, memory card, online file storage	
	Identify file size, folder size, storage capacity measurements like: KB, MB, GB, TB	
	View available space on a storage device	
	Understand the purpose of file, folder compression	
	Compress files, folders	
	Extract compressed files, folders to a location on a drive	
Explain network concepts and recognise and define network access options	Define the term network. Outline the purpose of a network: to share, access data and devices securely	
	Define the term Internet. Identify some of its main uses like: World Wide Web (WWW), VoIP, e-mail, IM	
	Define the terms intranet, virtual private network (VPN) and identify their main uses	
	Understand what transfer rate means. Understand how it is measured: bits per second (bps), kilobits per second (kbps), megabits per second (mbps), gigabits per second	

	(gbps)	
	Understand the concepts of downloading from, uploading to a network	
	Identify the different options for connecting to the Internet like: phone line, mobile phone, cable, wi-fi, wi-max, satellite.	
	Define the term Internet Service Provider (ISP). Identify important considerations when selecting an internet subscription option like: upload speed, download speed and quota, cost	
	Recognise the status of a wireless network: protected/secure, open.	
	Connect to a wireless network	
Demonstrate their understanding of security and wellbeing, such as protecting data and devices, malware, IT health and green IT	Recognise good password policies like: create with adequate length, adequate character mix, do not share, change regularly	**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 othersfrom using hardware; Organisational guidelines and points of contact
	Define the term firewall and outline its purpose	
	Understand the purpose of regularly backing up data to a remote location.	
	Recognise the importance of regularly updating software like: anti-virus, application, operating system software	**Physical stress**: Adjust seating and lighting, avoid hazards, takebreaks, arrangement of hardware and cables, wrist rests workspace; working conditions
	Know how to stay safe when using ICT-based communication: protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination.*	**Minimise risk**: Virus-checking software, anti-spam software,firewall, treat files, software and attachments from unknown sources with caution
	Understand the term malware. Identify different types of malware like: virus, worm, Trojan, spyware	
	Be aware how malware can infect a computer or device	**Information security**: Copies, backup, password, PIN, avoidinappropriate disclosure of information
	Use anti-virus software to scan a computer	
	Know the relevant guidelines and procedures for the safe and secure use of IT in an organisation	**Staying safe**: Protect personal information, avoid misuse of images, use appropriate
	Recognise ways to help ensure a user's well-being while	

	using a computer or device like: take regular breaks, ensure appropriate lighting and posture	language, respect confidentiality, usecopy lists with discrimination
	Recognise the risks from using IT: hardware, cables, electrical connections, handling equipment.*	**Guidelines and procedures**: Set by: employer or organisation **Topic**: Health and safety, security, copyright, netiquette
	Recognise computer and device energy saving practices: turning off, adjusting automatic shutdown, backlight, sleep mode settings	
	Recognise that computers, devices, batteries, printer cartridges and paper should be recycled.	
	Identify some options available for enhancing accessibility like: voice recognition software, screen reader, screen magnifier, on-screen keyboard, high contrast	

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
	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	**IT system components:** Will vary according to the set up, for example: Personal computer, monitor, keyboard, mouse (or other pointing device)
	Connect removable storage media to a PC safely	**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
Connect to an IT communication service	Connect communication hardware safely to a PC	**Communication hardware**: Router, modem, mobile data device, wireless router
	Identify the details needed to connect to an Internet Service Provider (ISP)	**Communication service**: Broadband, dial up, wireless, network connections, mobile device
	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
	Identify simple communication tests that can be used to check the internet connection	**Communication tests**: Send and receive test email, navigate to ISP website
	Run tests to check that the system and communication service are working successfully	**Report faults**: Helpdesk; information needed by experts; manufacturer's faults
	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
	Obtain, input and prepare images to meet needs	**Prepare images**: Size, crop and position
	Identify what generic copyright and other constraints apply to the use of images	**Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions **Combine information**: Insert, size, position, wrap, order, group
	Combine information of different types or from different sources for images	
	Identify the context in which the images will be used	**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
	Identify which file format to use for saving and exchanging images	**File formats and images**: Will vary according to the content, proprietary and open source formats
	Store and retrieve files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
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 (e.g. line width and fill colour), download digital photos from a camera, scan and resize images, add text and other elements (e.g. lines, boxes and arrows)
	Use appropriate tools and techniques to manipulate and edit images	**Manipulate and editing techniques**: Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour
	Check images meet needs, using IT tools and making corrections as necessary	**Check images**: Size, alignment and orientation, suitability of file format

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)
	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	**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
	Identify reasons for choosing particular IT systems and software applications for the task	**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
	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	**Legal or local guidelines or constraints**: May include data protection, copyright, software licensing, security; organisational house-style or brand guidelines
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	

IT Communication Fundamentals (Y/502/4291)

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	**Sources of information**: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites
	Identify different features of information	**Features of information**: Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories
	Recognise copyright constraints on the use of information	**Copyright constraints**: Effect of copyright law (e.g. 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	**Access, navigate and search**: Enter a web address, use a search engine, browse, save and use bookmarks
	Use appropriate search techniques to locate and select relevant 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
	Outline how the information meets requirements and is fit for purpose	**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
	Use IT tools to maintain an address book and schedule activities	**Address book**: Add, amend and delete contact entries, contacts list
		Schedule activities: Task list; calendar; send and respond to meeting invitations

IT Software Fundamentals (L/502/4384)

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
	Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems	**Use:** Open and close applications; switch between applications **Types of information:** Text, numbers, images, graphics, sound, data records
	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
	Apply editing techniques to refine information as required	**Format information**: Formatting techniques appropriate to the type of information, for example:
	Combine information of different forms or from different sources to meet needs	Text – bullets, numbering, alignment, tabs, line spacing, colour, font, style, size, simple tables
	Select and use appropriate page layout to present information effectively	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 (e.g. photo withcaption); 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

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 (e.g. 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 (e.g. 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
	Take appropriate steps to protect computer hardware against loss or damage	**Security software**: Anti-virus, malware. Frequency, timing
	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
	Backup and restore files and folders	**File housekeeping**: Following local guidelines and conventions for naming and labelling; organising files, folders and storage media; saving back-ups; deleting unwanted files
	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
	Respond appropriately to common IT system problems	**Expert advice**: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts
	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
	Arrange recurring appointments	**Invite to meetings**: Check personal availability
	Invite others to meetings and monitor attendance	**Display appointments**: On screen, for print; display style (month, week, day)
	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
	Organise and display tasks, setting targets for completion	**Task progress**: Percentage completion; filters
	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
	Organise and display contact information	**Responsible use**: Password protection, Respect confidentiality; public profiles; trust, data protection
	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**
Understand presentation software and input methods	Identify the types of information that are used in a presentation: text, numbers, images	**Types of information**: Text, numbers, images, graphics, sound
	Identify the constraints that may affect a presentation: legislation and guidelines, acknowledging sources.	**Constraints**: On content: copyright law (e.g. on music downloadsor use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines
	Know the benefits of using presentation software	
	Know how to present slides to meet needs and communicate effectively.	**Combine information for presentations**: Combine images, charts or tables with text by inserting, re-sizing and positioning;use of text boxes
	Be aware of available input methods: keyboard, voice recognition, touch screen, stylus	
	Use an input method to enter information accurately and efficiently into a presentation	
Create, retrieve and store presentations	Open and close a presentation application	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
	Create a new presentation based on a default template	
	Insert a new slide in a presentation.	
	Choose a slide layout to meet needs.	
	Change the slide layout.	
	Apply a design template or theme.	

	Change background colour.	
	Find and open a previously saved presentation file.	
	Be aware of any local guidelines and conventions that should be observed when naming and storing presentation files	
	Save a presentation file to a location on a drive	
	Save a presentation with a new filename or to a different location on a drive	
	Close a presentation file.	
Enter, combine and edit information and format slides	Enter information into a presentation: text, numbers	**Slide structure**: Layout; use existing templates, designs andstyles; organisational guidelines
	Enter information into existing tables on a presentation slide	**Edit slides**: Drag and drop, find, replace, undo/redo, size, cropand position objects; wrap text, add lines and simple shapes
	Delete information from a presentation: text, numbers.	**Format slides**: Bullets, numbering, line spacing, alignment,colour, fonts, size, backgrounds
	Move text, numbers in a presentation	
	Copy text, numbers in a presentation.	
	Use the find command for a specific word in a presentation	
	Use the replace command for a specific word in a presentation	

		Select an image, graphical element within a presentation	
		Resize, crop an image, graphical element in a presentation.	
		Position an image, graphical element in a presentation	
		Move an image, graphical element in a presentation	
		Copy an image, graphical element in a presentation	
		Choose wrapping options for images, graphical elements in a presentation	
		Change the order of images, graphical elements in a presentation	
		Delete an image or graphical element in a presentation	
		Undo, redo the last action in a presentation	
		Insert charts and tables in a presentation using default settings.	
		Identify the formatting to use to enhance a presentation	
		Add bullets or numbering from a single level list in a presentation	
		Format text using bold, underline, italic	

	Change font size and font type	
	Align text: left, right, centre and justified.	
Check and print presentations	Use built-in spell and grammar check and correct errors	**Present slides**: Timing, content, meaning; organisation ofinformation; audience needs
	Understand the importance of proofreading and previewing presentations to ensure information meets needs and data is displayed consistently	**Prepare slides**: View, re-order, rehearse timing, print slides,print handouts; speaker notes
	Run a slide show.	**Check presentation**: Spell check, grammar check, orientation,layout, slide order, text alignment and formatting, accuracy
	Use help function to resolve errors	
	Print slides.	
	Print handouts.	
	Print notes pages	

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 (e.g. 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
	Select and generate project reports using pre-defined formats to meet needs	**Display project information**: Task lists, resource assignment

Level 1

Learning outcomes The learner will….	Assessment Criteria The learner can…	Examples
Understand system performance security such as unwanted messages, malicious programmes, infiltration and hoaxes	Know what 'spam' is	**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
	Understand that unwanted email and other messages, or 'spam', can be received on the computer	
	Use anti-spam software to protect the computer from the risk of unwanted messages	
	Understand what malicious programs are: viruses, worms, trojans, spyware, adware, rogue diallers	
	Be aware of how malicious programs can enter the computer	**Security precautions**: Use access controls: Physical controls, locks, passwords, access levels; Run anti-virus software, adjustfirewall 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
	Use anti-virus and anti-spyware software to protect the computer from the risk of malicious programs	
	Know that anti-virus software needs to be updated regularly	
	Know how to protect yourself from malicious programs: do not open email attachments from unknown users, treat messages, files, software and attachments from unknown sources with caution	
	Know what a hacker is	
	Know how hackers can attempt to infiltrate the computer	
	Understand that a firewall helps to protect the computer against the risk of infiltration	
	Know that you can receive hoaxes: virus hoaxes, chain letters, scams, false alarms, misunderstandings, scares	
	Know how to check whether a message you have received is a hoax	
Understand information security in relation to identity and authentication, confidentiality and identity theft	Understand that information can be at risk from unauthorised access	**Access to information sources**: Username and password/PINselection, how and when to change passwords; online identity/profile;
	Know that an individual user name limits access to relevant levels of information when logging onto a computer	

	Understand that passwords and PIN numbers help to protect information from the risk of unauthorised access	Real name, pseudonym, avatar; what personal information to include, who can see the information; Respect confidentiality, avoid inappropriate disclosure of information
	Understand that you should change your password/PIN number regularly	
	Know how to change your password/PIN number	
	Understand that you should not share your password/PIN number with others	**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
	Understand that you should not write down your password/PIN number	
	Know that you should respect the confidentiality of information you have access to	
	Know that you should not leave your computer unattended without logging off or locking it, to prevent the risk of access to your data	
	Know what phishing is	
	Understand identify theft and how to avoid it	
	Avoid inappropriate disclosure of information	
Understand technological security in relation to networks, connectivity and portable devices	Understand what a public network is	
	Know that unsecured networks can make information accessible to others	
	Be aware that you should not send unencrypted confidential information across an unsecured network	
	Understand that wireless networks may be visible or accessible to other users	
	Be aware of the security risks when using default passwords and settings on networks, computers and programs	
	Know that your internet security settings should be adjusted to prevent the risk of access to your network by other users	
	Know what Bluetooth connectivity is	
	Understand that Bluetooth settings should be adjusted to prevent the risk of unauthorised access to a Bluetooth device by others	
	Know that portable devices are vulnerable to loss or theft: laptop, notebook, PDA, mobile phone, multimedia player	

	Know that USB and other removable storage devices can contain valuable and confidential information, and are vulnerable to loss or theft	
	Ensure all portable and removable devices are stored safely and securely	
Understand security guidelines, procedures and privacy policies	Know where to find the relevant guidelines and procedures for the secure use of IT within your organisation	**Security guidelines and procedures**: Set by: employer ororganisation; security, privacy
	Ensure you follow the guidelines and procedures for the secure use of IT	
	Know who to approach if you are unsure of the procedure to follow	
	Understand the IT security checks you should carry out	
	Know how to report IT security threats or breaches	
	Know the privacy policy within your organisation	
	Ensure you follow the privacy policy within your organisation	
Understand data security, backups and storage safety	Know ways to prevent data theft like: locking computer and hardware using a security cable	
	Be aware of the possibility of accidental file deletion	
	Be aware of the possibility of data corruption	
	Be aware of the possibility of computer malfunction and subsequent file loss	
	Understand that you should back up your personal data to appropriate media	
	Understand the importance of having a secure off-site backup copy of files	
	Know how to store your personal data safely	
	Know how to store software securely	

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	**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
	Organise and combine information of different forms or from different sources	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone(e.g. headset, built-in), camera (e.g. web cam, video camera, mobile phone camera)
	Follow local and/or legal guidelines for the storage and use of data where available	
	Respond appropriately to data entry error messages	**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	**Editing, analysis and formatting techniques**: Techniques will vary according to the software and task, for example:
	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
	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

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

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
	Identify risks in using collaborative technology and why it is important to avoid them	**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
	Carry out straightforward checks on others' online identities and different types of information	**Checks on others' identities and different types of information:** Compare sources, cross references
	Identify when and how to report online safety and security issues	**Methods to promote trust**: Contact information, membership of professional bodies, recommendations, links
	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
	Identify the purpose for using collaborative technologies and expected outcomes	**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
	Identify which collaborative technology tools and devices to use for different communication media	**Outcomes of collaborative working**: Measurable (e.g. document, minutes, notes, project plan, transcript); ephemeral (g conversation, agreement);
	Identify what terms and conditions apply to using collaborative technologies	**Collaborative technology tools and devices**: Hardware: mobile, laptop, desktop, peripherals (e.g. headset, handset, microphone, camera, 3G modem); Software: products, services, sites

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 basic settings on collaborative technologies	**Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall
	Change the environment of collaborative technologies	**Environments for collaborative technologies**: User interface – choose skins, templates; work environment – lighting, position of devices
	Set up and use a data reader to feed information	
	Identify what and why permissions are set to allow others to access information	**Permissions**: Web address, phone number, user name and password, access code
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
	Contribute to producing and archiving the agreed outcome of collaborative working	**Archiving collaborative outcomes:** Cut, paste, save
	Identify when there is a problem with collaborative technologies and where to get help	**Problems with collaborative technologies**: Routine (e.g. settings, software not responding, hardware connections)
	Respond to simple problems with collaborative technologies	**Respond to problems**: Follow on screen help, know who to ask for expert help

[Using Email (J/502/4299)/(H/507/9682)](#)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand web browsing key concepts, security and safety and network access options	Understand the terms: Internet, World Wide Web (WWW), Uniform Resource Locator (URL), hyperlink.	**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
	Understand the structure of a web address. Identify common types of domains like: geographical, organisation (.org, .edu, .com, .gov	
	Define the term web browser. Identify common web browsers	**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
	Outline different Internet activities like: information searching, shopping, learning, publishing, banking, government services, entertainment, communication.	
	Recognise ways to protect yourself when online: purchase from secure reputable websites, avoid unnecessary disclosure of personal and financial information, log off from website	**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
	Define the term encryption	**Download information**: Webpage, website; Images, text, numbers, sound, games, video, TV, music
	Identify a secure website: https, lock symbol	
	Define the term digital certificate	**Communicate information**: Saved information (pod-casts, text, images), real time information (blogs, instant messaging)
	Recognise options for controlling Internet use like: supervision, web browsing restrictions, download restrictions.	**Share information sources**: Send link, send

	Identify the different options for connecting to the Internet like: phone line, mobile phone, cable, wi-fi, wi-max, satellite.*	webpage
	Define the term Internet Service Provider (ISP). Identify important considerations when selecting an internet subscription option like: upload speed, download speed and quota, cost.*	
Be able to use a web browser, the tools and settings, bookmarks and create successful web outputs	Open, close a web browsing application	**Submit information**: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactivesites; netiquette
	Enter a URL in the address bar and go to the URL.	
	Refresh a web page, stop a web page downloading	
	Activate a hyperlink	
	Open a web page in a new tab, new window	
	Open, close tabs, windows. Switch between tabs, windows	
	Navigate between pages: backwards, forwards, home page	
	Show previously visited URLs using history	
	Complete, submit, reset a web based form	
	Use a web tool to translate a web page, text	
	Set the web browser home page	
	Understand the term pop-up. Allow, block pop-ups.	
	Understand the term cookie. Allow, block cookies	
	Use available help functions	

	Display, hide built-in toolbars. Restore, minimise the ribbon	
	Delete history, temporary internet files, saved form data.	
	Add, delete a bookmark / favourite	
	Show bookmarks / favourites	
	Create, delete a bookmarks / favourites folder. Add web pages to a bookmarks / favourites folder	
	Download, save files to a location	
	Copy text, image, URL to another location like: document, e-mail	
	Preview, print a web page, selection from a web page using available printing options.	
Search for and critically evaluation web based information, along with understanding copyright and data protection.	Define the term search engine and name some common search engines	**Minimise risk**: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution
	Carry out a search using a keyword, phrase.	
	Refine a search using advanced search features like: exact phrase, date, language, media type	**Laws, guidelines and procedures**: Set by employer or organisation relating to health and safety, security; Laws: relatingto copyright, software download and licensing
	Search a web-based encyclopaedia, dictionary	
	Understand the importance of critically evaluating online information. Understand the	**Safety precautions**: Firewall settings, Internet security settings;report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information
	purpose of different sites like: information, entertainment, opinion, sales	
	Outline factors that determine the credibility of a website like: author, referencing, up-to-date	**Threats to user safety**: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young
	content	
	Recognise the appropriateness of online	

	information for a particular audience	people;false identities; financial deception; identity theft
	Define the terms copyright, intellectual property. Recognise the need to acknowledge sources and/or seek permission as appropriate.	**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
	Recognise the main data protection rights and obligations in your country.	
Explain and describe communication concepts which include online communities, understanding communication tools and email concepts	Understand the concept of an online (virtual) community. Identify examples like: social networking websites, Internet forums, web conferencing, chat, online computer games	
	Outline ways that users can publish and share content online: blogs, microblogs, podcasts, images, audio and video clips.	
	Recognise ways to protect yourself when using online communities: apply appropriate privacy settings, restrict available personal information, use private messaging when appropriate, disable location information, block/report unknown users	
	Define the term Instant Messaging (IM)	
	Define the terms short message service (SMS), multimedia message service (MMS)	
	Define the term Voice over Internet Protocol (VoIP)	
	Recognise good practice when using electronic communication: be accurate and brief, use clear subject headings, do not inappropriately disclose personal details, do not circulate inappropriate content, spell check content	

	Define the term e-mail and outline its main uses.	
	Identify the structure of an e-mail address	
	Be aware of possible problems when sending file attachments like: file size limits, file type restrictions.	
	Outline the difference between the To, Copy (Cc), Blind copy (Bcc) fields and recognise their appropriate use.	
	Be aware of the possibility of receiving fraudulent and unsolicited e-mail. Be aware of the possibility of an e-mail infecting the computer.	
	Define the term phishing	
Use email effectively to send, receive and organise communications along with using calendars and other appropriate tools and settings	Access an e-mail account	**Compose and format e-mail:** Format text (font, size, colour),format paragraphs, spell check
	Outline the main purpose of standard e-mail folders: Inbox, Outbox, Sent, Deleted / Trash Items, Draft, Spam/Junk	**Send e-mail:** To, from, cc, subject; Reply, reply all, forwardReceive e-mail: Open message, open attachment
	Create an e-mail	
	Enter one or more e-mail addresses, distribution list in the To, Copy (Cc), Blind copy (Bcc) fields	**Stay safe:** Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language,respect confidentiality, use copy lists with discrimination
	Enter an appropriate title in the subject field and enter, paste text into the body of an e-mail.	
	Add, remove a file attachment	**Address book:** Add, edit, delete contact entries; distribution list
	Send an e-mail with, without priority	**Guidelines and procedures:** Set by employer or organisation,security, copyright; netiquette; password protection
	Open, close an e-mail.	
	Use the reply, reply to all function, and identify when these should be used	**E-mail responses:** Decide on priorities,

		Forward an e-mail	gather information needed to respond, decide when and who to copy in, what to do about attachments
		Open, save a file attachment to a location	
		Preview, print a message using available printing options	**Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists
		Use available help functions	
		Display, hide built-in toolbars. Restore, minimise the ribbon	
		Create and insert a text e-mail signature	
		Turn on, turn off an automatic out of office reply	
		Recognise e-mail status as read, unread. Mark an e-mail as read, unread. Flag, unflag an e-mail.	
		Create, delete, update a contact, distribution list / mailing list	
		Add, remove message inbox headings like: sender, subject, date received.	
		Search for an e-mail by sender, subject, e-mail content	
		Sort e-mails by name, by date, by size	
		Create, delete an e-mail folder/label. Move e-mails to an e-mail folder/label	
		Delete an e-mail. Restore a deleted e-mail	
		Empty the e-mail bin/deleted items /trash folder	
		Move a message to, remove a message from a junk folder	
		Create, cancel, update a meeting in a calendar	
		Add invitees, resources to a meeting in a	

	calendar. Remove invitees, resources from a meeting in a calendar	
	Accept, decline an invitation	

Using Mobile IT Devices (H/502/4374)

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	**Set up mobile device**: Charging battery; Access (e.g. password,login); SIM card, connection (e.g. phone, Internet, cable)
	Use mobile device interface features effectively	
	Identify when and how to adjust device settings	**Mobile device interface features**: Display, menu, submenu, toolbar, icon, button, keypad, wheel; start and shutdown
	Adjust device settings to meet needs	**Device settings**: Resolution (e.g. screen, image), sound (e.g. mute, volume, ringtone), appearance (e.g. colour, theme)
	Identify any specific health and safety issues associated with the use of mobile devices	**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	**Mobile applications**: Phone, camera, address book, calendar, media, browser, games, notes, messages, office applications
	Select and use applications and files on the mobile device for an appropriate purpose	**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 accurately into a mobile device	**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)
	Organise, store and retrieve data on a mobile device	**Store and retrieve data**: Files (e.g. create, name, open, save, save as, print, close, find), folders (e.g. create, name), navigate(e.g. 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 (e.g. 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	

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 (e.g. connect USB lead, drag and drop) **File format**: Supported by the software used (e.g. mpeg, png, wmv, quicktime) **Store and retrieve**: Files (e.g. 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 (e.g. less than 2mins), mode (e.g. b&w) **Combine information**: Audio clips into presentations **Techniques**: Copy and paste, insert, screen grabs/shots **Forms of information**: Moving images, sound (e.g. spoken word,music, sound effects) **Copyright constraints**: Effect of copyright law (e.g. 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 (e.g. 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 (e.g. start, stop, fast forward, rewind, pause); sound (e.g. volume); screen size (e.g. thumbnail, quarter screen, full screen); visual (e.g. contract, brightness, colour, b&w)
	Adjust playback and display settings so that sequences are presented to meet needs	

Spreadsheet Software (A/502/4624)

Level 1		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
Understand spreadsheet data, structure and input methods	Know the types of data that are needed in spreadsheet files: numbers, graphs or charts, text, images	**Numerical and other information:** Numbers, charts, graphs, text **Spreadsheet structure:** Spreadsheet components (e.g. cells,rows, columns, tabs, pages, charts) and their layout
	Understand spreadsheet components and their layout: cells, rows, columns, tabs, pages, graphs or charts	
	Be aware of available input methods: keyboard, voice recognition, touch screen, stylus	
	Be able to use an input method, to enter data accurately and efficiently into a spreadsheet.	
Be able to create, store and retrieve spreadsheets	Open and close a spreadsheet application.	**Store and retrieve:** Save, save as, find, open, close
	Create a new spreadsheet file	
	Find and open a previously saved spreadsheet file	
	Be aware of any local guidelines and conventions you should observe when naming and storing spreadsheet files.	
	Name and save a new spreadsheet file to a location on a drive	
	Save a spreadsheet as a different file or to a different location on a drive	
	Close a spreadsheet file	

Be able to enter, edit and insert data in spreadsheets	Understand that a cell in a worksheet should contain only one element of data (for example, first name detail in one cell, last name detail in adjacent cell).	**Enter and edit:** Enter data into existing spreadsheet, create newspreadsheet, insert information into single cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns
	Insert information into single cells: numbers, text.	
	Enter an image into an existing spreadsheet.	**Format cells:** Numbers, currency, percentages, number of decimal places, font and alignment, borders and shading
	Select a cell, range of adjacent cells	**Format rows and columns:** Height, width, borders and shading
	Delete cell contents.	
	Edit cell contents	
	Undo, redo the last action in a spreadsheet	
	Copy data from one cell to another within a spreadsheet	
	Move data from one cell to another within a spreadsheet.	
	Use the find command to locate data within a spreadsheet.	
	Use a simple replace command for specific data within a spreadsheet	
	Add, delete rows and columns in a spreadsheet	
Be able to analyse and interpret data, using functions and formulas	Understand the tools and techniques available to summarise and display information: totals and summary information, sorting and display order, lists and tables, graphs and charts	**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
	Be aware that you should judge when and how to use the available tools and techniques effectively to display the required information	**Functions and formulas:** Simple arithmetic formulas (add, subtract, multiply, divide), common functions (e.g. Sum, Average,Round).
	Recognise good practice in creating lists or	

	tables in a spreadsheet: avoid blank rows and columns in the main body of the list or table, insert blank row before Total row, ensure cells bordering list or table are blank.	Design of formulas to meet calculation requirements
	Create a list or table in a spreadsheet.	**Chart or graph type:** Pie chart, bar chart, single line graph
	Sort a list or table by one criterion in ascending, descending alphabetic, numeric order	**Format charts and graphs:** Title, chart type, axis titles, legend
	Be aware of the need to ensure that any formulas and functions used are designed to meet calculation requirements: use cell references rather than type numbers into formulas, use of parentheses to determine order of calculation	
	Create simple arithmetic formulas in a spreadsheet: add, subtract, multiply, divide	
	Use common functions in a spreadsheet: sum, average, round	
Format and present information professionally and create charts	Format cells to display numbers with a currency sign, as percentages.	**Page layout:** Size, orientation, margins, page numbers, date and time
	Format cells to display numbers to a specific number of decimal places	
	Format cells to display numbers with or without a thousands separator	
	Add borders and shading to selected cells, rows, columns	
	Change cell alignment: left, centre, right, top, middle, bottom	
	Change cell formatting: font style, font size	
	Adjust row height, column width	

	Be able to identify appropriate graph or chart types to display required information effectively	
	Create different type of graphs or charts from spreadsheet data: pie, bar, single line	
	Select a chart.	
	Add, remove a title from a graph or chart.	
	Add, remove axis titles from a graph or chart	
	Add , remove a legend from a chart.	
	Change the paper size for a spreadsheet	
	Amend orientation for a spreadsheet: portrait, landscape	
	Adjust margins for a spreadsheet: top, bottom, left, right, header, footer	
	Apply automatic page numbering, date and time to the header or footer of a spreadsheet	
Demonstrate checking and printing spreadsheets	Understand the importance of checking the accuracy of spreadsheet information, to ensure the spreadsheet meets the user's needs: accuracy of numbers, formulas and any text, accuracy of results, suitability of charts and graphs	**Check spreadsheet information:** Accuracy of numbers, formulas and any text; accuracy of results;suitability of charts and graphs
	Use built-in spell check for a spreadsheet and make changes: spelling, repeated words.	
	Preview a spreadsheet	
	Print a spreadsheet to an installed printer, using default settings	

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 information meets needs, using spreadsheet tools and making corrections as necessary, which chart or graph type to use to display information	**Check spreadsheet information:** Accuracy of numbers, formulas and any text; accuracy of results;suitability of charts and graphs

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 (e.g. body text, headings, captions), images (e.g. still photographs, diagrams), numbers (e.g. tables, charts or graphs), background (e.g. colours, gradients, patterns, textures)
	Identify the purpose of the webpage and intended audience	
	Select and use a website design template to create a single web page	**Web site templates**: Design lay out will vary according to the template, but may include: text (e.g. body text, headings, captions),images (e.g. still photographs, diagrams), numbers (e.g. tables, charts or graphs), background (e.g. colours, gradients, patterns, textures)
	Enter or insert content for web pages so that it is ready for editing and formatting	
	Organise and combine information needed for web pages	**Combine information**: Combine images with text (e.g. photo captions); presentation with audio and/or video; numbers with charts and graphs
	Identify copyright and other constraints on using others' information	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Identify what file types to use for saving content	**File types**: Text (e.g. rtf, doc, pdf), images (e.g. jpeg, tiff, psd), charts and graphs (e.g. xls), sound (e.g. wav, MP3)
	Store and retrieve web files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
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 (e.g. 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	**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 meet needs, using IT tools and making corrections as necessary	**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	**Upload and publish website**: Upload content to a template
	Respond appropriately to common problems when testing a web page	**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**
Understand the use of word processers and be able to input information accuratley	Know the types of information that are needed in word processed documents: text, numbers, images, other graphic elements (lines, borders).	**Types of information**: Text, numbers, images, other graphicelements (e.g. lines, borders) **Keyboard or other input method**: Keyboard skills: using the fullrange of keys, typing accurately and efficiently, keyboard shortcuts Other input methods: voice recognition, touch screen, stylus
	Be aware of the different templates that are available, and when to use them	
	Be aware of available input methods: keyboard, voice recognition, touch screen, stylus	
	Be able to use an input method to enter information accurately and efficiently into a document	
Be able to create, retrieve and store documents	Open and close a word processing application.	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find)
	Create a new document based on an available template: default, letter, memo	
	Find and open a previously saved document file	
	Be aware of any local guidelines and conventions that should be observed when naming and storing document files	
	Name and save a new document file to a location on a drive	
	Save a document as a different file or to a different location on a drive	

	Close a document file.	
Effectively edit documents, including inserting information, editing and combining information	Enter, insert information into a document: text, numbers, images, other graphic elements (lines, borders)	**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
	Enter information into existing tables, forms and templates	
	Select characters, a word, a paragraph within a document	
	Delete text, numbers in a document	
	Move text, numbers in a document using drag and drop or cut and paste.	
	Copy text, numbers in a document, using copy and paste	
	Use the find command for a specific word in a document	
	Use a simple replace command for a specific word in a document.	
	Select an image, graphic element within a document.	
	Resize, crop an image, graphic element in a document.	
	Position an image, graphic element in a document	
	Move an image, graphic element in a document.	
	Copy an image, graphic element in a document	
	Choose wrapping options for images, graphic elements in a document.	

	Change the order of images, graphic elements in a document	
	Group images, graphic elements in a document	
	Delete an image, graphic element in a document	
	Undo, redo the last action in a document.	
Be able to format documents using characters and paragraphs	Be able to identify what formatting to use to enhance the presentation of a document.	**Format characters**: Size, font style (typeface), colour, bold,underline and italic
	Select and apply heading styles to text	
	Change paragraph alignment in a document: left, right, centre, justify.	**Format paragraphs**: Alignment, bullets, numbering, linespacing, borders, shading
	Increase, decrease indent in a paragraph	
	Amend line spacing within and between paragraphs	
	Add borders and shading to a paragraph	
	Add, remove bullets and numbering from a single level list in a document	
	Change character formatting in a document: font size, font style.	
	Apply different colours to characters in a document.	
	Apply character formatting: bold, underline, italic	
Be able to structure documents to include tables and page layout	Create a table in a document to organise tabular or numeric information.	**Tables**: Add table, insert and delete rows and columns, adjustcolumn width
	Insert, edit information in a table	
	Insert, delete rows and columns in a table	**Page layout**: Size, orientation, margins, page

		breaks, pagenumbering; standard document layouts (e.g. letter, memo)
	Adjust column width in a table	
	Change the paper size of a document.	
	Amend orientation for a document: portrait, landscape	
	Adjust margins for an entire document: top, bottom, left, right	
	Insert, remove manual page breaks in a document	
	Apply automatic page numbering, date and time to a document	
Be able to check and print documents	Understand the importance of proofreading and previewing documents before printing, to ensure the document meets the user's needs: page layout, margins, line and page breaks, appropriate font style and size, tables, spelling and grammar, any hyphenation used, accuracy, consistency	**Check word processed documents**: Spell check, grammar check, typeface and size, page layout, margins, line and pagebreaks, tables, print preview, accuracy, consistency
	Use built-in spell check and grammar check for a document and make changes: correct spelling and grammar errors, delete repeated words	
	Preview a document.	
	Print a document to an installed printer, using default settings	

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 (e.g. 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

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 (e.g. abusive behaviour ["cyberbullying"], inappropriate behaviour and grooming, abuse of young people, false identities, financial deception)
	Identify risks to data security	Risks to data security (e.g. 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)
	Identify risks to system performance and integrity	
	Outline how to minimise Internet risks	Risks to system performance and integrity (e.g. unwanted email – often referred to as "spam", worms, viruses, spyware, adware, denial of service, hacking of systems, Trojans, spam)
	Outline factors that affect the reliability of information on websites	Minimise Internet risks (e.g. 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 (e.g. accuracy, currency, sufficiency, synthesise information from a variety of sources, recognise intention and authority of provider, bias, level of detail, relevance)

Learning outcomes The learner will….	Assessment Criteria The learner can…	Examples
Know how to safeguard self and others when working online	Take appropriate precautions to ensure own safety and privacy	Precautions to ensure own safety and privacy (e.g. 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)
	Protect personal information online	
		Protect personal information online (e.g. 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)
	Carry out checks on others' online identity	
	Describe the forms and features of cyberbullying	Cyberbullying (e.g. chat rooms, email and instant messaging)
	Identify when and how to report online safety issues	
	Identify where to get online help and information on e-safety	Report online safety issues (e.g. abusive behaviour ["cyberbullying"], inappropriate behaviour and grooming, abuse of young people, false identities, financial deception)
		Help and information on e-safety (e.g. service provider, legal system, parental controls)

Learning outcomes The learner will….	Assessment Criteria The learner can…	Examples
Take precautions to maintain data security	Take appropriate precautions to maintain data security	Precautions to maintain data security (e.g. 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)
	Take appropriate precautions to maintain system performance and integrity	
	Use appropriate browser safety and security settings	Precautions to maintain system performance and integrity (e.g. set passwords, physical access controls – 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, 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)
	Use appropriate client software safety and security settings	
		Browser safety and security settings (e.g. autofill, cookies, security, pop-ups, appearance, privacy, search engine, toolbars, personalisation, accessibility, software updates, temporary file storage)
		Precautions to maintain data security (e.g. 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 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)

Learning outcomes The learner will….	Assessment Criteria The learner can…	Examples
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	Legal constraints on the uploading and downloading of software and other digital content (e.g. relating to copyright, software download and licensing, digital rights, IPR, Health and Safety, Children Legislation, Data Protection)
	Identify legal constraints on online behaviour	
	Correctly observe guidelines and procedures for the safe use of the Internet	

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 forapplications 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
	Select and use an appropriate combination of input device and audio software to record sequences	**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 (e.g. connect USB lead, drag and drop)
	Describe the impact file size and file format will have on saving sequences	**File size**: Small, medium, large, link between size and quality (e.g. small – low resolution; large – high resolution)
	Identify when to use different types of information coding and compression	**File format**: Proprietary formats supported by software used (e.g. QuickTime, RealPlayer, iTunes). Container formats: Audio (e.g. WAV, XMF, AIFF); Audio/video (e.g. 3GP, AVI, MP4, OGG, MOV)
	Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	**Information coding and compression**: Codec, compression, difference between lossy and lossless compression **Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find, share); version control; import/export; file size; folders (e.g. create, name)
Use audio software tools and techniques to combine and edit sequences	Identify the sequences to add, keep and remove	**Sequences**: Short (e.g. 2 mins), medium length (e.g. 10 mins, 30mins), colour
	Select and use appropriate audio software tools to mark-up and edit sequences	**Marking-up and editing tools**: Preset by software, key frames, sequences; Cut, copy, paste, sequence
	Organise and combine information for sequences in line with any copyright constraints, including across different software	**Combine information**: Combine images with sound (e.g. dub or overlay sound track onto film sequence):

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 (e.g. connect USB lead, drag and drop), file transferprotocol (FTP) **Forms of information**: sound; pre-recorded, live **Copyright constraints**: Effect of copyright law (e.g. 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	**Features and constraints:** Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds **Display device:** PC, laptop, Dictaphone, mobile phone, handheld audio device (e.g. mp3 player, iPod) **Audio quality issues:** High or low contrast, volume, sound (e.g. clicks, disjoints, noise) **Adjust playback and display settings:** Playback controls (e.g. start, stop, fast forward, rewind, pause); sound (e.g. volume, balance)
	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	

Bespoke Software (J/502/4396)

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	**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
	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera)
	Respond appropriately to data entry error messages	**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	**Structures and layouts**: Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles
	Select and use appropriate structures and/or layouts to organise information	**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.
	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

IT Communication Fundamentals (D/502/4292)

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	**Sources of information**: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites
	Describe different features of information	**Features of information**: Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories
	Recognise copyright and other constraints on the use of information	**Copyright constraints**: Effect of copyright law (e.g. 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	**Access, navigate and search**: Enter a web address, use a search engine, browse save and use bookmarks
	Use appropriate search techniques to locate relevant information	**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
	Use discrimination to select information that matches requirements and is fit for purpose	**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
	Evaluate information to make sure it matches requirements and is fit for purpose	

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
	Use IT tools to manage an address book and schedule activities	**Address book**: Add, amend and delete contact entries, contacts list, distribution list; sort, display selected fields
	Manage storage of IT-based communication	**Schedule activities**: Task list; calendar; send and respond to meeting invitations
	Describe how to respond to common IT-based communication problems	**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
	Respond appropriately to common IT- based communication problems	**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)

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
	Set up and create new accounting data records accurately to meet requirements	**Enter accounting data**: Use of data entry form and wizards; add/amend record (customer record, supplier record, nominal ledger, stock record)
	Locate and display accounting data records to meet requirements	**Locate and display**: Search, sort, print records, filters
	Check data records meet needs using IT tools, making corrections as necessary	**Check data**: Spell check, format, consistency, remove duplication, verify data; edit details; check calculations; check coding; file maintenance, check others' work
	Respond appropriately to data entry error messages	**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
	Describe the risks to data security and procedures used for data protection	**Security risks and procedures**: Access control; authorised use, confidentiality, personal data, password protection and management, user authentication
	Apply local and/or legal guidelines for the storage and use of data	**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 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
	Select and use appropriate tools and techniques to process period end routines	**Period end**: Will vary according to task but may include: Month end, post depreciation, budgets, standing orders
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
	Prepare and generate accounting documents	**Management reports**: Will vary according to task, but may include for example: audit trail, trial balance; customer activity; day book, aged creditor/debtor analysis
	Prepare and generate management reports as required	
	Import and export data and link to other systems and software	**Export and link data**: For mail merge, spreadsheet analysis, requirements for internet banking, stock control system, online ordering system, budget update; Other file formats (e.g. csv, xls)

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 accurately into groups of records to meet requirements	**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
	Locate and amend data associated with groups of records	**Amend data records**: Find, search and replace; edit record; sort, filter, use wildcards and search operators; category
	Check data records meet needs, using IT tools and making corrections as necessary	**Check data records**: Spell check, format, accuracy, consistency, remove duplication, verify data; data validation techniques; record housekeeping
	Respond appropriately to data entry and other error messages	**Error messages**: Due to field size, data type, validation checks; duplicate records; format; using help; system access
	Apply local and/or legal guidelines for the storage and use of data where available	**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
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
	Select and use queries to search for and retrieve information to meet given requirements	**Reports**: Standard reports, customised reports; reports with multiple parameters

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
	Describe the field characteristics for the data required	
	Create and modify database tables using a range of field types	**Data integrity:** Unique not null primary key; field characteristics; data validation; consistency, completeness, accuracy; Effect of malicious or accidental alteration;
	Describe ways to maintain data integrity	**Modify database table:** Add/amend/delete field; field characteristics
	Respond appropriately to problems with database tables	**Field characteristics**: Data type, field name, field size, format, validation; primary key
	Use database tools and techniques to ensure data integrity is maintained	**Problems with database tables:** Redundant data, duplication, table structure, field characteristics and validation; sources of help
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
	Select and use appropriate tools and techniques to format data entry forms	**Format data entry forms:** Field characteristics and layout, tables, colour, lookups
	Check data entry meets needs, using IT tools and making corrections as necessary	**Check data entry:** Spell check, format, accuracy, consistency, completeness, validity, security
	Respond appropriately to data entry errors	**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

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
	Obtain, input and prepare designs to meet needs	
	Describe what copyright and other constraints apply to the use of designs	**Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Use appropriate techniques to organise and combine information of different types or from different sources	**Combine information**: Insert, size, position, wrap, order, group, import data, links and references to external data
	Describe the context in which the designs will be used	**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
	Describe what file format to use for saving designs to suit different presentation methods	**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)
	Store and retrieve files effectively, in line with local guidelines and conventions where available	Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (e.g. svg, wmf, eps, ai) Open formats (e.g. html, odf, pdf and rtf) Proprietary formats (e.g. pub and qxd) Method of compression (lossy, non-lossy)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. 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 (e.g. linewidth, 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

Desktop Publishing Software (D/502/4566)

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
	Describe how to change page design and layout to increase effectiveness of a publication	**Page design and layout**: Organisation of information, size, white space, columns, consistency, orientation, proportion
	Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant	**Local guidelines**: Templates, house style, branding, publication guidelines, existing styles and schemes, refinements to styles and schemes
	Select and use appropriate media for the publication	**Publication media**: Web, document, multimedia
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
	Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software	**Combine information for publications**: Combine images with text and graphic elements (e.g. borders, lines, panels, shading, logos) import information produced using other software, reference external information with hyperlinks, object linking or embedding
	Describe how copyright constraints affect use of own and others' information	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Describe which file format to use for saving designs and images	**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)
	Store and retrieve publication files effectively, in line with local guidelines and conventions where available	Digital picture format (e.g. jpeg and psd) Bitmap or raster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Vector graphics (e.g. svg, wmf, eps, ai) **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. create, name)
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
	Select and use appropriate techniques to edit publications and format text	**Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment
	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
	Identify and respond to quality problems with publications to make sure they meet needs	**Quality problems with publications**: Will vary according to the content, for example, text (e.g. colour, size, style), images (e.g. 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
	Review templates and describe how they need to be changed to meet needs	**Other elements:** Graphic elements (e.g. lines, arrows, borders, backgrounds, clip art), text, numbers
	Select, input and use the appropriate shapes to meet needs, including importing shapes from other sources	**Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera)
	Select, adapt and use appropriate templates or blank documents	**Templates and blank documents**: Blank documents; existing templates, working from an example document; adapt templates, create new templates
	Identify what copyright constraints apply to the use of shapes or other elements	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Combine information for drawings or plans including importing information produced using other software	**Combine information**: Insert, size, position, wrap, order, group
	Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. create, name)
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
	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,

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 (e.g. font, paragraphs, text block, tabs, bullets), lines (e.g. width, length, colour, endings, beginnings), drawing elements (e.g. fill, shadow, corners), connections between shapes and other elements. Protection: length, width, axis. Behaviour: interaction, selection highlighting
	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	**Check drawings and plans**: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements
	Select and use appropriate presentation methods and accepted page layouts	**Quality problems with drawings and plans**: Will vary according to the content, for example, text (e.g. formatting, styles, positioning), shapes (e.g. size, position, orientation), other elements (e.g. 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

Imaging Software (L/502/4613)

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
	Obtain, input and prepare images to meet needs	**Prepare images**: Size, crop and position
	Describe what copyright and other constraints apply to the use of images	**Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Use appropriate techniques to organise and combine information of different types or from different sources	**Combine information**: Insert, size, position, wrap, order, group, import data, links and references to external data
	Describe the context in which the images will be used	**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
	Describe what file format to use for saving images to suit different presentation methods	**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)
	Store and retrieve files effectively, in line with local guidelines and conventions where available	Digital picture format (e.g. jpeg andpsd)
		Bitmap orraster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png)
		Vector graphics (e.g. svg, wmf, eps, ai)
		Open formats (e.g. html, odf, pdf and rtf)
		Proprietary formats (e.g. pub andqxd)
		Method of compression (lossy, non-lossy)

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Store and retrieve: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. 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 (e.g. linewidth, 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
	Describe ways to make further improvements to work	
	Review outcomes to make sure they match requirements and are fit for purpose	**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
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
	Describe ways to improve productivity and efficiency	**Develop solutions**: Set up short cuts, customise interface, record macros
	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
	Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products	**Specification**: No of pages, features, audience, types of content, interactive elements
	Identify how the different elements of the content will be sourced and how they will relate in the design layout	**Interactive features and transitions**: Menus, submenus, buttons, links, pop-ups, video clips, sound clips **Design layout**: Organisation of information, size, frames, orientation, consistency
	Plan the use of interactive features and transitions to meet needs	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	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 (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobile phone camera)
	Combine information of different types or from different sources for multimedia outcomes	**Combine information**: Insert, size, position, wrap, order, group; import data, links and references to external data
	Describe the file format and storage media to use	**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 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 (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. 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 accurately	**Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border
	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
	Adjust outcomes in response to any identified quality problems	**Quality problems**: Will vary according to the content, for example, sound (e.g. noise, volume), images (e.g. levels, contrast, unwanted content), text (e.g. clarity, spelling, grammar, structure)
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
	Select and use appropriate software for displaying multimedia outcomes	**Navigation techniques**: Click, scroll, menus, submenus **Playback controls**: Start, stop, fast forward, rewind, pause
	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
	Take appropriate steps to protect computer hardware from loss or damage	**Security software**: Anti-virus, malware. Frequency; timing; updates, firewall settings
	Configure anti-virus and other security software	**Network settings**: Remote access, connections and shared network folders, configure remote access settings, power management
	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
	Backup and restore files and folders	**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
	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
	Describe and record IT system problems to enable effective support	**Record IT system problems**: Error log, description, frequency of occurrence, severity
	Describe when to try to solve a problem independently, and when 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, where to get advice to deal with different hardware and software problems
	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
	Select and adjust system settings to optimise performance as appropriate	**Optimise performance**: Memory management; power management; disk partition
	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
	Use appropriate techniques to maintain software	**Maintain software**: Install software patches and upgrades
	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
	Arrange recurring appointments	
	Invite others to meetings and monitor attendance	**Invite to meetings**: Check availability, notify participants; propose alternative times; display other users' calendars; identify conflicts and free time
	Respond to meeting requests from others	
	Create reminders for calendar appointments and events	**Create reminders**: Set alarms; send reminders to mobile devices and message services; RSS feeds
	Locate, organise and display appointments and events as required	**Import and export**: iCalendar, vCalendar; link tasks to calendar; synchronise calendar with mobile device
	Import and export calendar data	**Share calendars**: Multiple calendars, user permission levels, open source and online calendars; subscribe to other calendars.
	Describe how to share calendars with other users	**Organise notes:** By category, colour, date
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
	Organise and display tasks, setting targets for completion	**Work collaboratively:** Multiple tasks, user permission levels; composite tasks Task progress: Percentage completion; postpone task
	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
	Locate, organise and display contact information efficiently	**Organise contacts**: By category, name, company; customise display, selected fields; filters; multiple contacts

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 contact details for use in other applications	**Select and export contacts**: Selected fields; selected contacts; for transfer to mobile device, merge with other software
	Create and modify a distribution list	**Share contact information**: Beam between mobile devices, vcard
	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
	Enter text and other information using layouts appropriate to type of information	**Images, video or sound for presentations**: Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats
	Insert charts and tables into presentation slides	Pre-recorded audio/video clips; audio and video formats
	Insert images, video or sound to enhance the presentation	**Charts and tables for presentations**: Table, pie chart, graph, diagram, organisational chart, flowchart
	Identify any constraints which may affect the presentation	**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
	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	**Constraints**: On content: copyright law (e.g. on music downloadsor use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (e.g. 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
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
	Select, change and use appropriate templates for slides	**Presentation effects**: Video, sound, animation, slide transitions, visual and sound effects, hyperlinks

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
	Identify what presentation effects to use to enhance the presentation	**Animation and transition effects**: Adding and removing hyperlinks; apply and create transitions, apply animations
	Select and use appropriate techniques to edit slides and presentations to meet needs	**Format slides**: Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides; themes
	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 slideshow for presentation	**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 meets needs, using IT tools and making corrections as necessary	**Check presentation**: Spell check; grammar check, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings
	Identify and respond to any quality problems with presentations to ensure that presentations meet needs	**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

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
	Create, store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable	**Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. create, name)
	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
	Enter and edit information about project tasks	**Task information**: Duration, status, set reminders, priority, assign resources, constraints, deadlines, outlines
	Identify any deadlines and constraints which apply to the project	**Task calendar**: Working-time calendar, holidays, customise, charts (e.g. Gantt chart)
	Identify issues of resource availability and utilisation	**Task duration**: PERT analysis
	Create and apply a task calendar for scheduling tasks	**Resources**: People, time, costs, equipment
	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
	Use filtering and formatting techniques to display project information to meet needs	**Display project information**: Task lists, resource assignment, project costs, critical path,
	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
	Apply a range of security precautions to protect IT systems and data	**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
	Describe the threats to system and information security and integrity	
	Keep information secure and manage personal access to information sources securely	**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
	Describe ways to protect hardware, software and data and minimise security risk	
	Apply guidelines and procedures for the secure use of IT	**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
	Describe why it is important to backup data and how to do so securely	
	Select and use effective backup procedures for systems and data	**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

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

Set Up an IT System (L/502/4210)

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
	Describe what security precautions need to be addressed	**Set up applications**: Software licence; installation disks; manuals; customised settings; download software; map network drive; register software
	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
	Select and run suitable tests to make sure that the system and communication service are working successfully	**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
	Identify the help and troubleshooting facilities available to solve problems	**IT system performance**: Processor speed, memory size, storage capacity, network capability; graphics; display adapter
	Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action	**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 setuproutines, printer and other device drivers

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
	Select and use software applications to develop, produce and present different types of information to meet needs and solve problems	Open and close applications, switch between applications **Types of information**: Text, numbers, images, graphics, sound, data records
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
	Use appropriate techniques to combine image and text components	**Format information**: Formatting techniques appropriate to the type of information, for example:
	Combine information of different forms or from different sources	Text – bullets, numbering, alignment, tabs, line spacing, colour, font, style, size
	Select and use appropriate page layout to present information effectively	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

Level 2		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Combine information: Combine images with text (e.g. photo withcaption); 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, stocklist, 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
	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera)
	Respond appropriately to data entry error messages	**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	**Structures and layouts**: Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles
	Select and use appropriate structures and/or layouts to organise information	**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.
	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

Spreadsheet Software F/502/4625

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
	Enter and edit numerical and other data accurately	**Numerical and other information**: Numbers, charts, graphs, text, images
	Combine and link data across worksheets	**Spreadsheet structure**: Spreadsheet components (e.g. cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout
	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	**Store and retrieve**: Save, save as, find, open, close, open CSV file in spreadsheet application, save spreadsheet file as CSV; templates
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
	Select and use a range of appropriate functions and formulas to meet calculation requirements	**Functions and formulas**: Design of formulas to meet calculation requirements; mathematical, statistical, financial, conditional; logical functions
	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
	Select and format appropriate chart or graph type to display selected information	**Format rows and columns**: Height, width, borders and shading, hide, freeze,
	Select and use appropriate page layout to present and print spreadsheet information	**Format charts and graphs**: Format charts and graphs: Chart type (e.g. pie chart, bar chart, single line graph, area, column, *x*-yscatter, stock, radar, doughnut, surface), title, axis titles, legend, change chart type, move and resize chart
	Check information meets needs, using spreadsheet tools and making corrections as necessary	**Page layout**: Size, orientation, margins, header and footer, page breaks, page numbers, date and time, adjust page set up for printing
	Describe how to find errors in spreadsheet formulas	**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
	Respond appropriately to any problems with spreadsheets	**Problems with spreadsheets**: Using help; sorting out errors in formulas, circular references

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	**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
	Select and use interface features effectively to interact with IT systems	
	Select and adjust system settings as appropriate to needs	**IT system**: Will vary according to the set up, for example: computer (PC, laptop), input device (e.g. keyboard, mouse or other pointing device), processor, output device (e.g. screen, printer), storage media (e.g. memory, disk, CD, DVD, data/memory stick, hard drive, network drive)
	Select and use a communication service to access the Internet	
	Use appropriate terminology when describing IT systems	**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	**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
	Identify when and why to use different types of storage media	**Folders**: Create and name folders and subfolders, change default settings, file housekeeping
	Organise and store information, using general and local conventions where appropriate	**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
	Describe the danger of computer viruses, and how to minimise risk	
	Keep information secure	**Physical stress**: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests; workspace; working conditions
	Explain why it is important to stay safe and to respect others when using IT- based communication	
		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

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 (e.g. document, minutes, notes, project plan, transcript); ephemeral (e.g. 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 (e.g. headset, handset, microphone, camera, 3G modem); Software: products, services, sites
	Describe the compatibility issues in different combinations of collaborative tools and devices	
		Communication media: Text, audio/spoken, still/video/animated images
	Select an appropriate combination of IT tools and devices to carry out collaborative 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
	Connect and configure the combination of IT tools and devices needed for a collaborative task	
		Compatibility issues: Between browser software, operating systems, plug-ins
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
	Assess what permissions are needed for different users and content	**Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall
	Set up and use access rights to enable others to access information	**Environments for collaborative technologies**: User interface – choose skins, templates, widgets, wizards, cut and paste from other sources; work environment – lighting, position of devices
	Set up and use permissions to filter information	**Managing data for collaborative working**: Sources, subscription details, terms and conditions; aims of data management; benefits, features and limitations of networks and feeds
	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	**Permissions**: Web address, phone number, user name and password, set up user names and access codes

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 (e.g. settings, software not responding, hardware connections); non-routine (e.g. 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
	Determine the message size and how it can be reduced	**Message size:** Managing attachments; mailbox restrictions; methods to reduce size
	Send email messages to individuals and groups	**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
	Describe how to stay safe and respect others when using emails	**Receive e-mail:** Open message, open attachment
	Use an address book to organise contact information	**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
Manage incoming email effectively	Follow guidelines and procedures for using email	**Guidelines and procedures:** Set by employer or organisation, security, copyright; netiquette; password protection
	Read and respond to email messages appropriately	**E-mail responses:** Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments
	Use email software tools and techniques to automate responses	**Automate responses:** Rules, automatic replies, changing settings to deal with junk mail, out of office
	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 (e.g. password, login); SIM card, new connection (e.g. 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 (e.g. screen, image), sound (e.g. volume, ringtone), appearance (e.g. 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 (e.g. create, name, open, save, save as, print, close, find), folders (e.g. create, name), navigate (e.g. 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
	Describe software requirements and techniques to connect and synchronise devices	**Transfer information**: Export, drag and drop, SMS, when transfer successful; change SIM card **Synchronise mobile device**: Files, calendar, address book, tasks; With laptop, desktop
	Transfer information to and from mobile devices using secure connection procedures	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions,
	Synchronise mobile device data with source data	
	Recognise copyright and other constraints on the use and transfer of information	**Staying safe**: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination
	Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices	**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
	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
	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	**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
	Describe 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 diagnostic tools and wizards

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 (e.g. 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 (e.g. connect USB lead, drag and drop) **File size**: Small, medium, large, link between size and quality (e.g. small – low resolution; large – high resolution) **File format**: Proprietary formats supported by software used (e.g. QuickTime, RealPlayer, iTunes). Container formats: Audio (e.g. WAV, XMF, AIFF); Audio/video (e.g. 3GP, AVI, MP4, OGG, MOV) **Information coding and compression**: Codec, compression, difference between lossy and lossless compression; video quality **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. 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 (e.g. 2 mins), b&w, medium length (e.g. 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 (e.g. dub oroverlay sound track onto film sequence): **Techniques**: Copy and paste, insert, screen grabs/shots, file download (e.g. connect USB lead, drag and drop), file transferprotocol (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 (e.g. 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	**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 (e.g. mp3 player, iPod) **Video quality issues:** High or low contrast, volume, visual (e.g. jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (e.g. clicks, disjoints, noise) **Adjust playback and display settings:** Playback controls (e.g. start, stop, fast forward, rewind, pause); sound (e.g. volume, balance); screen size (e.g. thumbnail, quarter screen, full screen);visual (e.g. contrast, brightness, colour/b&w)
	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	

Word Processing Software (R/502/4628)

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 (e.g. lines, borders); hyperlinks, charts, objects
	Use appropriate techniques to enter text and other information accurately and efficiently	**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
	Select and use appropriate templates for different purposes	**Combine information**: Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks
	Identify when and how to combine and merge information from other software or other documents	**Templates**: Existing templates (e.g. blank document, fax, letter,web page), create new templates for common documents
	Select and use a range of editing tools to amend document content	**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
	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	**Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find, share); version control; import/export; file size; folders (e.g. create, name)
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
	Identify what templates and styles are available and when to use them	**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
	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	**Format characters**: Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols
	Select and use appropriate techniques to format characters and paragraphs	**Format paragraphs**: Alignment, bullets, numbering, line spacing, borders, shading, widows and orphans; Tabs and indents
	Select and use appropriate page and section layouts to present and print documents	
	Describe any quality problems with documents	**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
	Check documents meet needs, using IT tools and making corrections as necessary	**Quality problems with documents**: Will vary according to the content, for example, text (e.g. styles, structure, layout), images(e.g. size, position, orientation), numbers (e.g. decimal points, results of any calculations)
	Respond appropriately to quality problems with documents so that outcomes meet needs	

Website Software (R/502/4631)

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 (e.g. body text, headings, captions), images (e.g. still photographs, diagrams), numbers (e.g. tables, charts or graphs), background (e.g. colours, gradients, patterns, textures), structure (e.g. frames, side bars), moving images (e.g. animation, video clips), sound (e.g. clips linkedto navigation, background music, video sound track)
	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	**Constraints**: Effect of copyright law (e.g. 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 (e.g. action buttons, links, hot spots, menus, hyperlinks,pop-ups), multimedia (e.g. sound linked to actions, video clips, sound track)
		Web page templates: Design layout will vary but may include: text (e.g. body text, headings, captions), images (e.g. still photographs, diagrams), numbers (e.g. tables, charts or graphs), background (e.g. colours, gradients, patterns, textures), structure(e.g. frames, side bars), moving images (e.g. animation, video clips), sound (e.g. clips linked to navigation, background music, video soundtrack)
		Web page styles: Styles will vary according to the different elements of the website design, but may include: typeface (e.g. font, colour, size and alignment of headings, captions or body text), lines (e.g. type, thickness and colour of borders, tables, diagrams)

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 (e.g. from different browser software, connection type, sizeof web page contents)
		File types: Text (e.g. rtf, doc, pdf), images (e.g. jpeg, tiff, psd), charts and graphs (e.g. xls), sound (e.g. wav, MP3)
		Store and retrieve: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (e.g. 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	**Combine information**: Combine images with text (e.g. photo captions); presentation with audio and/or video; numbers with charts and graphs; text alignment, captions, text wrap; behind, in front, grouping
	Organise and combine information needed for web pages in line with any copyright constraints, including across different software	**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
	Select and use appropriate editing and formatting techniques to aid both clarity and navigation	**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
	Select and use appropriate development techniques to link information across pages	**File formats**: Change format of documents to RTF or HTML
	Change the file formats appropriately for content	
	Check web pages meet needs, using IT tools and making corrections as necessary	

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 (e.g. 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 (e.g. 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, socialnetworks, websites, phone systems
	Describe the potential of IT to improve business processes	**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
	Describe the possible positive and negative impact on employees of the deployment of IT	**Positive impacts**: Save time, save money, streamline workprocesses, cost saving, IT training, better informed, job satisfaction
		Negative impacts: Information overload, redundancy, redeployment, Health and Safety risks, increase output, improve quality of outputs
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
	Describe the roles and responsibilities of those involved in operating and supporting the IT function	**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
	Describe the guidelines and procedures for accessing IT help and support	**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
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 Describe how organisations can exploit new developments in technology to improve cyber security	**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 andcontent e.g. Equality Act 2010; Computer Misuse Act 1998; Copyright law

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
	Explain any compatibility issues between combinations of input device and audio software	**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 (e.g. connect USB lead, drag and drop)
	Select and use an appropriate combination of input device and audio software to optimise the recording of information	**Originate and develop**: Process: Plan (e.g. storyboard, script, compose), prepare (e.g. information, equipment), develop, test,refine; Types of content: audio (e.g. music, sound effects, voiceovers), visual (e.g. drama, dance, animation)
	Select and use an appropriate combination of hardware and software to originate and develop new content for sequences	**File size**: Small, medium, large, link between size and quality (e.g. small – low resolution; large – high resolution)
	Analyse and explain the impact file size and file format will have, including when to use information coding and compression	**File format**: Proprietary formats supported by software used (e.g. QuickTime, RealPlayer, iTunes) Container formats: Audio (e.g. WAV, XMF, AIFF); Audio/video (e.g. 3GP, AVI, MP4, OGG, MOV) Popularity, overhead, support for advanced functionality and content, support of streaming media
	Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available	**Information coding and compression**: Codec, compression, difference between lossy and lossless compression, factors affecting video quality
		Store and retrieve: Files (e.g. create, name, open, save, save as, print, close, find, share); version control; import/export; file size; file properties, folders (e.g. create, name); archive (backup, restore))

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 (e.g. 2 mins), b&w, medium length (e.g. 10 mins,30 mins), colour
	Provide guidance on how copyright constraints affect use of own and others' information	**Marking-up and editing tools**: Preset by software, key frames, sequences; Cut, copy, paste, sequence, special effects
	Organise, combine and link information for sequences in line with any copyright constraints, including across different software	**Combine information**: Combine images with sound (e.g. 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 (e.g. 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 (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
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
	Select and use an appropriate combination of audio playback software and devices to suit the file format	**Display device**: PC, laptop, video camera, Dictaphone, mobile phone, handheld audio or video device (e.g. mp3 player, iPod)
	Present sequences effectively by exploiting the features and settings of the playback software and devices to maximise quality and meet needs	**Audio quality issues**: High or low contrast, volume, visual (e.g. colour balance, jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (e.g. clicks, disjoints, noise), unwantedobjects
	Evaluate the quality of sequences and explain how to respond to quality issues and problems	**Adjust playback and display settings**: Playback controls, sound, screen size: visual, screen resolution, colour balance, sound quality

Bespoke Software (J/502/4397)

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
	Select and use appropriate techniques to link and combine information within the application and across different software applications	**Inputting information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera); shortcuts, customise keys
		File types and software: Text (e.g. rtf, doc, pdf), images (e.g. jpeg,tiff, psd), charts and graphs (e.g. xls), sound (e.g. 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	**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
	Create, change and use appropriate structures and/or layouts to organise information efficiently	**Manage data files**: File storage, data import and export, restore lost data; identify ineffective backup storage
	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available	**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.

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
	Check information meets needs, using IT tools and making corrections as necessary	
		Analysis – design queries, mathematical, logical or statistical functions
	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	Formatting – characters, lines, paragraphs, pages, file type
	Select and use presentation methods to aid clarity and meaning	**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 (e.g. formatting, structure), images (e.g. size, position, orientation), numbers (e.g. decimal points, accuracyof calculations), sound (e.g. 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

Computerised Accounting Software (L/502/4403)

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
	Explain how to code new entries	**Locate and display**: Search, sort, print records, filters
	Locate and display accounting data records to meet requirements	**Check data**: Spell check, format, consistency, remove duplication, verify data; edit details; check calculations; check coding, manage others' work
	Check data records meet needs using IT tools, making corrections as necessary	**Characteristics of accounting data**: Unique references; codes; statutory requirements; editing restrictions
	Explain the risks to data security and procedures used for data protection	**Security risks and procedures**: Access control; authorised use, confidentiality, personal data, password protection and management, user authentication
	Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available	**Handle data files**: File storage, data import and export, restore lost data; identify ineffective backup storage
	Interpret and respond appropriately to a range of data and application error messages	**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

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 (e.g. 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 accurately into records to meet requirements	**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
	Configure characteristics of groups of records	
	Discuss and explain how to locate and amend data records	**Record characteristics**: Attributes, categories, teams, flags, keys
	Check data records meet needs, using IT tools and making corrections as necessary	**Check data**: Spell check, format, consistency, remove duplication, verify data; data validation techniques, record housekeeping
	Interpret and respond appropriately to a range of data and application error messages	**Error messages**: Data entry; using help; troubleshooting; logging, reporting and dealing with application errors
	Evaluate and explain the risks to data security and procedures used for data protection	**Security risks and procedures**: Access control; authorised use, password protection and management, user authentication
	Manage data files effectively, in line with local and/or legal guidelines for the storage and use of data where available	**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.

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
	Create and use queries to search for and retrieve information from the system	**Reports**: Customised reports; define report parameters; for others; system reports; errors in reports
	Create, define and set up reports to output information to meet requirements	**Import and export data**: To other systems or software; file formats; mail merge; data migration; data archiving
	Use the file handling techniques of the software to import and export data	

Database Software (T/502/4556)

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
	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	**Field characteristics**: Datatype, field name, field size, field format, validation; primary and secondary keys; lookup tables
	Set up and modify relationships between database tables	**Relationships between database tables**: One to one; one to many; many to many
	Explain why and how to maintain data integrity	**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
	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
	Design and create forms to access, enter, edit and organise data in a database	**Format data entry forms:** Field characteristics and layout, tables, colour, lookups, styles
	Select and use appropriate tools and techniques to format data entry forms	**Check data entry:** Spell check, format, accuracy, consistency, completeness, validity, security, fitness for purpose
	Check data entry meets needs, using IT tools and making corrections as necessary	**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

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
	Create and run database queries to display, amend or calculate selected data	**Database reports**: Using menus, wizards or shortcuts; selected fields; selected records
	Plan and produce database reports from a multiple-table relational database	**Formatting database reports**: Data fields; page and section layout; add text or images; adjust page setup for printing; styles
	Select and use appropriate tools and techniques to format database reports	**Check data entry**: Completeness, accuracy, security, sorting, formatting, layout, fitness for purpose
	Check reports meet needs, using IT tools and making corrections as necessary.	

Design Software (A/502/4574)

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	**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
	Explain how the context affects the way designs should be prepared	
		Prepare images: Size, crop and position
	Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' designs	**Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions,
	Obtain, insert and prepare designs	**Combine information**: Insert, size, position, wrap, order, group, layer, import data, links and references to external data, version control, export data
	Explain how file format affects design quality, format and size and how to choose appropriate formats for saving designs	
		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
	Use appropriate techniques to organise and combine information of different types or from different sources	**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);
	Store and retrieve files effectively, in line with guidelines and conventions where available	Digital picture format (e.g. jpeg andpsd)
		Bitmap orraster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png)
		Vector graphics (e.g. svg, wmf, eps, ai)
		Open formats (e.g. html, odf, pdf and rtf)
		Proprietary formats (e.g. pub andqxd)
		Method of compression (lossy, non-lossy)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Converting files between different formats (e.g. JPEG to TIFF, compression of image data or Grayscale) **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find); folders (e.g. 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	**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
	Select and use suitable tools and techniques efficiently to create designs	**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 (e.g. background, picture and text); use bleeds and crossovers; three dimensional (3D) objects and 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	**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

Desktop Publishing Software (H/502/4567)

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 (e.g. 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 (e.g. 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 andpsd)
	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 orraster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png) Vector graphics (e.g. svg, wmf, eps, ai) **Store and retrieve**: Files (e.g. create, name, open, save, save as,print, close, find, share); version control; import/export; file size; file properties; folders (e.g. 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	**Edit publications**: Drag and drop, find, replace, undo redo, size, crop and position, use layout guides
	Create styles, colours and font schemes to meet needs	**Format text**: Existing styles and schemes for font (typeface), size, orientation, colour, alignment
	Select and use appropriate techniques to edit publications and format text	**Manipulate images and graphic elements:** Size, crop, position, maintain proportion, border
	Manipulate images and graphic elements accurately	**Control text flow**: In columns, around images and graphic elements, between pages
	Control text flow within single and multiple columns and 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
	Check publications meet needs, using IT tools and making corrections as necessary	**Quality problems with publications**: Will vary according to the content, for example, text (e.g. text wrapping, styles), images (e.g. 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
	Evaluate templates and explain why and how they need to be changed to meet needs	**Other elements**: Graphic elements (e.g. lines, arrows, borders, backgrounds, clip art), text, numbers
	Select, adapt, create and use the appropriate shapes to meet needs, including shapes imported from other sources	**Input information**: Inputting tools and techniques will vary according to the technology being used: for example, interface devices (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera)
	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	**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
	Combine information for drawings or plans including exporting outcomes to other software	**Copyright constraints**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions
	Store and retrieve drawing files effectively, in line with local guidelines and conventions where available	**Combine information**: Insert, size, position, wrap, order, group **Store and retrieve**: Save, save as, find, open, close, import, export, other file formats
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
	Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes	Text: font, colour, alignment Shapes: size, colour, orientation, connections to other shapes and elements, add labels
	Check drawings or plans meet needs, using IT tools and making corrections as necessary	**Format shapes and other elements**: Will vary, for example: text (e.g. font, paragraphs, text block, tabs, bullets), lines (e.g. width, length, colour, endings, beginnings), drawing elements (e.g. fill, shadow, corners), connections between shapes and other elements
	Identify and respond to quality problems with drawings or plans to make sure they are fit for purpose and meet needs	**Protection**: Length, width, axis. Behaviour: interaction, selection highlighting
	Explain what context the drawings and plans will be used in and how this will affect how they are presented	**Check drawings and plans**: Spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements
	Select and use appropriate presentation methods and accepted page layouts	**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 (e.g. formatting, styles, positioning), shapes (e.g. size, position, orientation, unwanted content), other elements (e.g. scale, thickness, colour, connections), page layout, proportion, balance, symmetry

Imaging Software (R/502/4614)

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
	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	**Prepare images**: Size, crop and position **Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions,
	Obtain, insert and prepare images	**Combine information**: Insert, size, position, wrap, order, group, layer, import data, links and references to external data, version control, export data
	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	**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
	Store and retrieve files effectively, in line with guidelines and conventions where available	**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 andpsd)
		Bitmap orraster picture formats (e.g. raw bitmaps, bmp and compressed formats jpeg and png)
		Vector graphics (e.g. svg, wmf, eps, ai)
		Open formats (e.g. html, odf, pdf and rtf)
		Proprietary formats (e.g. pub andqxd)
		Method of compression (lossy, non-lossy)

Level 3		
Learning outcomes **The learner will….**	**Assessment Criteria** **The learner can…**	**Examples**
		Converting files between different formats (e.g. JPEG to TIFF, compression of image data or Grayscale) **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find); folders (e.g. 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
	Select and use suitable tools and techniques efficiently to create images	**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 (e.g. background, picture and text); use bleeds and crossovers; three dimensional (3D) objects and designs
	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	**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

Improving Productivity Using IT (L/502/4157)

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
	Be prepared to give feedback on other people's selection and use of IT tools	**Review outcomes**: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience, impact of work on others
	Explain different ways to make further improvements to work	**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
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
	Research and advise on ways to improve productivity and efficiency	**Develop solutions**: Set up short cuts, customise interface, record macros, create templates, create style guides; streamline business processes
	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	

IT Security for Users (D/502/4258)

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
	Select, use and evaluate a range of security precautions to protect IT systems and monitor security	**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;
	Evaluate the threats to system and information security and integrity	
	Manage access to information sources securely to maintain confidentiality, integrity and availability of information	**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
	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	**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
	Select and use effective backup and archiving procedures for systems and data	
		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,

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

Multimedia Software (H/502/4617)

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 (e.g. 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 (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. 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)
	Explain when and why to use different file formats and file compression for saving multimedia files	**Store and retrieve**: Save, save as, find, open, close; reduce file size, file properties, import and export
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 accurately	**Manipulate images and graphic elements**: Size, crop, position, maintain proportion, border
	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
	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	**Quality problems**: Will vary according to the content, for example, sound (e.g. noise, volume), images (e.g. levels, contrast,unwanted content), text (e.g. clarity, spelling, grammar, structure)

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 (e.g. speed of delivery, size of files, enduser 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
	Take appropriate steps to protect computer hardware from loss or damage	**Security software**: Anti-virus, malware. Frequency; timing; updates, firewall settings
	Explain why routine fault-finding procedures are important	**Characteristics of operating systems**: Cost, ease of use, compatibility with software, proprietary or open source; availability of support; additional features
	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
	Carry out contingency planning to recover from system failure and data loss	
	Monitor and record IT system problems to enable effective response	**Record problems**: Error log, description, frequency of occurrence, severity; impact
	Monitor system settings and adjust when necessary	**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
	Explain when and where to get expert advice	
	Help others to select and use appropriate resources to respond to IT system problems	**System settings**: Basic input/output settings (BIOS), memory usage, display settings, network settings, power usage
	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	

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
	Enter text and other information using layouts appropriate to type of information	**Images, video or sound for presentations**: Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats:
	Insert charts and tables and link to source data	Pre-recorded audio/video clips; capturing audio or video; audio and video formats
	Insert images, video or sound to enhance the presentation	**Charts and tables for presentations**: Table, pie chart, graph, diagram, organisational chart, flowchart ; linked and embedded spreadsheet elements
	Identify any constraints which may affect the presentation	**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
	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	**Constraints**: On content: copyright law (e.g. on music downloadsor use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (e.g. 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

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:
	Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose	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

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 (e.g. 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
	Use editing and formatting techniques to update project elements	**Risks and issues**: Contingency plans, mitigation, associate with tasks or resources, alerts
	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
	Use filtering and formatting techniques to display project information to meet needs	**Display project information:** Task lists, resource assignment, project costs, critical path
	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
	Explain any health and safety issues associated with setting up an IT system	**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
	Explain the characteristics of IT systems that affect performance	**IT system performance**: Processor speed, memory size, storage capacity, network capability; graphics; display adapter
	Select and connect up the components of an IT system safely, including any peripheral devices and storage media	**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
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
	Select and connect to a communication service from an IT system	**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
	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
	Explain what security precautions need to be addressed for the system to be used securely online by several	**Security systems**: Firewall, spyware, anti-spam software
	Install, set up and configure virus protection and other security systems and software	**System backup**: Disk partition, removable storage, disk or tape rotation, system restore points, physical location of backup
	Explain the benefits and risks of using disk partitions or other backup locations	**Set up files and software applications**: Software licence; installation disks; manuals; download, customised settings; download software; map network drive; register software; custom installations
	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
	Establish procedures for recovery in the event of system faults or failure	**Recovery procedures**: Logs and records of system components and licensed software; Boot disk; system restore and backup

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 (e.g. keyboard, mouse, stylus, touch screen), microphone (e.g. headset, built-in), camera (e.g. web cam, video camera, mobilephone camera); shortcuts, customise keys **File types and software**: Text (e.g. rtf, doc, pdf), images (e.g. jpeg,tiff, psd), charts and graphs (e.g. xls), sound (e.g. 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
	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs	layout, labelling, alignment, orientation, colour, resolution, size, pitch
		Analysis – design queries, mathematical, logical or statistical functions
	Select and use presentation methods to aid clarity and meaning	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 (e.g. formatting, structure), images (e.g. size, position, orientation), numbers (e.g. decimal points, accuracyof calculations), sound (e.g. 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

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
	Enter and edit numerical and other data accurately	**Spreadsheet structure**: Spreadsheet components (e.g. cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout; spreadsheet templates
	Combine and link data from different sources	**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
	Store and retrieve spreadsheet files effectively in line with local guidelines and conventions where available	
		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
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
	Select and use forecasting tools and techniques	Mathematical, statistical, financial, logical, look-up, arguments, arrays and formulas for validating data **Forecasting tools**: What-if scenarios, goal seek; data tables; views
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
	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively	**Format rows and columns**: Height, width, borders and shading, hide, freeze
	Select and use appropriate tools and techniques to generate, develop and format charts and graphs	**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
	Select and use appropriate page layout to present, print and publish spreadsheet information	**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
	Explain how to find and sort out any errors in formulas	
	Check spreadsheet information meets needs, using IT tools and making corrections as necessary	**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

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
	Explain potential access and compatibility issues with integrating different collaborative technology tools and devices	**Outcomes of collaborative working**: Measurable (e.g. document, minutes, notes, project plan, transcript); ephemeral (g conversation, agreement); whether an audit trail is needed
	Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices	**Collaborative technology tools and devices**: Hardware: mobile, laptop, desktop, peripherals (e.g. headset, handset, microphone, camera, 3G modem); Software: products, services, sites
	Resolve access and compatibility problems so that different collaborative tools and devices work successfully	**Communication media**: Text, audio/spoken, still/video/animated images **Compatibility issues**: Between browser software, operating systems, plug-ins
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
	Manage levels of access and permissions for different purposes	**Permissions**: Web address, phone number, user name and password, set up user names and access codes
	Select and integrate different elements across applications to create environments for collaborative technologies	**Environments for collaborative technologies**: User interface – choose skins, templates, widgets, wizards, cut and paste from other sources; work environment – lighting, position of devices
	Set and adjust settings to facilitate use of collaborative technologies by others	**Adjust settings**: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall
	Manage data flow to benefit collaborative working	**Managing data**: Sources, subscription details, terms and conditions; aims of data management; benefits, features and

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
	Facilitate others' responsible contributions to and engagement with collaborative technologies	
	Manage the moderation of collaborative technologies	**Moderating collaborative technologies**: Reporting inappropriate content; checking posts
	Oversee the archiving of the outcomes of collaborative working	**Archiving outcomes**: Cut, paste, save; record, transcribe
	Explain what problems can occur with collaborative technologies	**Problems with collaborative technologies**: Routine (e.g. settings, software not responding, hardware connections); non-routine (e.g. access, transmission speed, bandwidth); complex (e.g. compatibility)

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
	Select and use software tools to compose and format email messages, including attachments	**Message transmission:** Managing attachments; mailbox restrictions; methods to reduce size or improve transmission; Transmission limitations
	Explain methods to improve message transmission	**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
	Send email messages to individuals and groups	
	Explain why and how to stay safe and respect others when using email	**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
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
	Develop and communicate guidelines and procedures for using email effectively	**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
	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
	Explain why, how and when to archive messages	**Organise and store e-mail:** Folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression, public folders
	Organise, store and archive email messages effectively	
	Customise email software to make it easier to use	**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 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 (e.g. via parallel, serial or USB connections); extranet
	Explain the benefits and drawbacks of different connection methods	**Benefits and drawbacks of connection methods:** Speed, stability, accessibility, frequency of connection problems, additional services offered by ISP, cost, security
	Analyse the issues affecting different groups of users	**Users**: New users, learners, those with restricted access, those with disabilities
	Select and set up an Internet connection using an appropriate combination of hardware and software	**Set up an Internet connection**: Identifying and selecting ISP, connecting hardware, installing and configuring software, setting up and testing operation of connection; limiting access
	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
	Explain when to change browser settings to aid navigation	**Browser settings**: Security, pop-ups, appearance, privacy, personalisation, accessibility, software updates, temporary filestorage, browser options, add-ons, RSS feeds, connections, search settings, content
	Adjust and monitor browser settings to maintain and improve performance	**Browser performance**: Delete cache, delete temporary files, work offline, save websites, benchmark tests
	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
	Evaluate how well information meets requirements	
	Manage and use references to make it easier to find information another time	**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
	Download, organise and store different types of information from the Internet	**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
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
	Select and use appropriate tools and techniques to communicate information online	**Share information sources**: Send link, send webpage reference lists, data feeds,
	Share and submit information online using appropriate language and moderate content from others	**Submit information**: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

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	**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
	Work responsibly and take appropriate safety and security precautions 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, carry out security checks, proxy servers
	Explain the threats to information security and integrity when working online	**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
	Keep information secure and manage user access to online sources securely	
	Explain the threats to user safety when working online	**Threats to information security**: Malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft
	Explain how to minimise internet security risks	**Threats to user safety**: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception, identity theft
	Develop and promote laws, guidelines and procedures for safe and secure use of the Internet	**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
	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	
		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
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
	Describe the main barriers to take-up or adoption of digital technologies by individuals and groups	
	Describe measures to increase accessibility to digital information	**Barriers:** Cost, safety, lack of training/knowledge, awareness **Increase accessibility:** Ease of use, access, desirability, trust

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
	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	**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

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 (e.g. body text, headings, captions), images (e.g. still photographs, diagrams), numbers (e.g. tables, charts or graphs), background (e.g. colours, gradients, patterns, textures), structure (e.g. frames, side bars), moving images (e.g. animation, video clips), sound (e.g. clips linked to navigation, background music, video sound track), interactive components (e.g. message boards, forms, e-mail links, registrationlog-ins), down loads (e.g. pdf files, pod casts)
	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	**Constraints affecting websites**: Effect of copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR
	Explain what access issues may need to be taken into account	**Website features**: Web page features will vary, but may include: navigation (e.g. action buttons, links, hot spots, menus, hyperlinks, pop-ups), multimedia (e.g. animation, sound linked to actions, videoclips, sound track), interactive (e.g. message boards, forms, downloads, pod casts, e-mail links, registration log-ins); e-commerce facilities
	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	**Website access issues**: The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (e.g. 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 (e.g. body text, headings, captions), images (e.g. still photographs, diagrams),

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

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
	Select and use file formats that make information easier to download	**File formats**: Change format of documents to RTF or HTML
	Check web pages meet needs, using IT tools and making corrections as necessary	**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
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
	Identify any quality problems with websites and explain how to respond to them	**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;
	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 (e.g. sound levels, image resolution, synchronisation of sound and images), interactive features (e.g. 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 (e.g. FTP or HTTP), improve loading speed of a website, submit to search engines

Word Processing Software (Y/502/4629)

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 (e.g. lines, borders), hyperlinks, charts, objects
	Use appropriate techniques to enter text and other types of information accurately and efficiently	**Templates:** Use existing templates; create, amend and delete templates
	Create, use and modify appropriate templates for different types of document	**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
	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:** 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
	Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available	**Work with multiple documents or users:** Version control, audit and track changes, compare and merge documents; document sharing and collaboration
	Select and use tools and techniques to work with multiple documents or users	**Customise interface:** Shortcuts, toolbars, menus; default settings; start-up, language
	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
	Create, use and modify columns, tables and forms to organise information	**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
	Define and modify styles for document elements	
	Select and use tools and techniques to organise and structure long documents	
		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
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
	Select and use appropriate page and section layouts to present and print multi- page and multi-section documents	**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
	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
	Evaluate the quality of the documents produced to ensure they are fit for purpose	**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
	Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose	**Quality problems with documents**: Will vary according to the content, for example, text (e.g. styles, structure, layout), images (e.g. size, position, orientation), numbers (e.g. decimal points, results of any calculations); links, cross references, versions

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 is a 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.

<u>Evidence Based (Portfolio Assessment)</u>

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'.

<u>Grading</u>

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.

Please note: Whilst BCS would not normally want to make changes to either grade thresholds or grading algorithms there is potential for them to change in order to maintain standards.

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

Unit title	Assessment Type		
	Level 1	Level 2	Level 3
Imaging Software	E	E	E
Improving Productivity using IT	M, E, A	M, A, E	M, A
IT Communication Fundamentals	E	E	N/A
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

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.ICDL.co.uk/tcforum/