

# Qualification specification

**NCFE Level 2 Diploma in IT User Skills**  
**QN: 600/2012/X**

**This qualification is now withdrawn.**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 6.0 July 2018).

Version	Publication Date	Summary of amendments
v7.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v7.1	June 2022	Updated to include English language assessment requirements.  Amended to include updated registration information.  Updated to include information about the mandatory support handbook.

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Diploma in IT User Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Diploma in IT User Skills.

The NCFE Level 2 Diploma in IT User Skills is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy please visit the qualifications page on the NCFE website.

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**Things you need to know**

Qualification number (QN)	<b>600/2012/X</b>
Aim reference	6002012X
Total Qualification Time (TQT)	380
Guided Learning Hours (GLH)	280
Credit value	38
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

**Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.



## About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/2012/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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## Qualification purpose

This qualification is designed for learners who are using IT within their job or plan to pursue a career in a job requiring IT skills. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role.

This qualification is suitable for learners using IT systems in a wide range of job roles.

This qualification will:

- focus on the study of IT systems from a wide range of job roles
- offer breadth and depth of study, incorporating a key core of knowledge in IT user skills
- provide opportunities to acquire a number of practical and technical skills.

## Qualification objectives

The objectives of this qualification are to:

- develop the skills and qualities valued in employees by employers
- understand and improve on their own strengths and weaknesses as an IT user.

## Achieving this qualification

The NCFE Level 2 Diploma in IT User Skills is made up of 3 mandatory units, and 83 optional units divided into 2 groups.

To be awarded this qualification, learners must achieve a minimum of 38 credits. 16 credits must come from the mandatory units and a minimum of 22 credits must come from the optional units below, from which a minimum of 5 credits must come from optional Group C. Learners must achieve a minimum total of 21 credits at Level 2 or above.

### Group A mandatory units

Unit No	Unit title
Unit 01	Improving productivity using IT
Unit 02	Understanding the potential of IT
Unit 03	Developing personal and team effectiveness using IT

### Group B optional units

Unit No	Unit title
Unit 04	IT user fundamentals
Unit 05	Optimise IT system performance
Unit 06	Improving productivity using IT
Unit 07	IT communication fundamentals
Unit 08	IT security for users
Unit 09	Set up an IT system
Unit 10	IT software fundamentals
Unit 11	Audio software
Unit 12	Bespoke software
Unit 13	Computerised accounting software
Unit 14	Data management software
Unit 15	Database software
Unit 16	Personal information management software
Unit 17	Design software
Unit 18	Specialist software
Unit 19	Using collaborative technologies
Unit 20	Using email
Unit 21	Using mobile IT devices
Unit 22	Using the Internet
Unit 23	Video software
Unit 24	Imaging software
Unit 25	Drawing and planning software
Unit 26	Desktop publishing software
Unit 27	Multimedia software

**Group B optional units (cont'd)**

Unit No	Unit title
Unit 28	Project management software
Unit 29	Spreadsheet software
Unit 30	Word processing software
Unit 31	Website software
Unit 32	Presentation software
Unit 33	Internet safety for IT users
Unit 34	Using a computer keyboard

**Group C optional units**

Unit No	Unit title
Unit 35	Set up an IT system
Unit 36	IT security for users
Unit 37	IT user fundamentals
Unit 38	Optimise IT system performance
Unit 39	IT software fundamentals
Unit 40	Audio software
Unit 41	Bespoke software
Unit 42	Computerised accounting software
Unit 43	Data management software
Unit 44	Database software
Unit 45	IT communication fundamentals
Unit 46	Personal information management software
Unit 47	Specialist software
Unit 48	Using collaborative technologies
Unit 49	Using email
Unit 50	Using mobile IT devices
Unit 51	Using the Internet
Unit 52	Video software
Unit 53	Desktop publishing software
Unit 54	Drawing and planning software
Unit 55	Design software
Unit 56	Multimedia software
Unit 57	Presentation software
Unit 58	Project management software
Unit 59	Spreadsheet software
Unit 60	Word processing software
Unit 61	Website software
Unit 62	Imaging software
Unit 63	IT security for users
Unit 64	Optimise IT system performance
Unit 65	Set up an IT system
Unit 66	Audio software
Unit 67	Bespoke software

**Group C optional units (cont'd)**

Unit No	Unit title
Unit 68	Computerised accounting software
Unit 69	Data management software
Unit 70	Database software
Unit 71	Specialist software
Unit 72	Using collaborative technologies
Unit 73	Using email
Unit 74	Using the Internet
Unit 75	Desktop publishing software
Unit 76	Drawing and planning software
Unit 77	Design software
Unit 78	Multimedia software
Unit 79	Spreadsheet software
Unit 80	Word processing software
Unit 81	Website software
Unit 82	Imaging software
Unit 83	Project management software
Unit 84	Video software
Unit 85	Presentation software
Unit 86	Improving productivity using IT

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 2 Diploma in IT User Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

## Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
  - appropriate interpersonal skills
  - communicating with professional colleagues/peers and/or hierarchical seniors
  - supporting other aspiring employees
  - personal manners and deportment
  - understanding work practices and how different roles and departments function within an organisation.
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## Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a qualification allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

### Entry guidance

This qualification is designed for learners who are using IT within their job or plan to pursue a career in a job requiring IT skills. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

Learners who achieve this qualification could progress to further qualifications at Level 3 or higher in the same or related subject areas.

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## Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

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## Staffing requirements

The staffing requirements for this qualification can be found on the Tech Partnership website [www.thetechpartnership.com](http://www.thetechpartnership.com).

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the number of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Information Technology Qualification (ITQ) Assessment Strategy

Additional documents are available for those centres wishing to use them:

- Evidence Tracking Sheet
- example pro formas for Assessors and Internal Verifiers

These documents can be downloaded from the Qualifications page on the NCFE website.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

### Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Qualification Support Packs**

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure that it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

## **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

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## **Learning resources**

We offer a wide range of learning resources to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when development or selecting delivery materials.

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## Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the Tech Partnership NOS for IT User Skills.

Further information on the NOS used in this qualification can be found on the Tech Partnership website [www.thetechpartnership.com](http://www.thetechpartnership.com).

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

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**Unit 01 Improving productivity using IT (J/502/4156)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

The learner will:

- 1 Plan, select and use appropriate IT systems and software for different purposes

The learner can:

- 1.1 Describe the purpose for using IT
- 1.2 Describe the methods, skills and resources required to complete the task successfully
- 1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome
- 1.4 Describe any factors that may affect the task
- 1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
- 1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
- 1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity

The learner will:

- 2 Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful

The learner can:

- 2.1 Review ongoing use of IT tools and techniques and change the approach as needed
- 2.2 Describe whether the IT tools selected were appropriate for the task and purpose
- 2.3 Assess strengths and weaknesses of final work
- 2.4 Describe ways to make further improvements to work
- 2.5 Review outcomes to make sure they match requirements and are fit for purpose

**Unit 01 Improving productivity using IT (J/502/4156) (cont'd)**

The learner will:

- 3 Develop and test solutions to improve the ongoing use of IT tools and systems

The learner can:

- 3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency
  - 3.2 Describe ways to improve productivity and efficiency
  - 3.3 Develop solutions to improve own productivity in using IT
  - 3.4 Test solutions to ensure that they work as intended
-

**Unit 02 Understanding the potential of IT (M/503/0498)**

<b>Credit value</b>	8
<b>Guided learning hours</b>	70
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

The learner will:

- 1 Understand the impact of IT on business

The learner can:

- 1.1 Describe the potential of IT to improve internal and external communications
- 1.2 Describe the potential of IT to improve business processes
- 1.3 Describe the possible positive and negative impact on employees of the deployment of IT

The learner will:

- 2 Understand how new and emerging technologies can impact society and the individual

The learner can:

- 2.1 Describe the benefits of new technologies on personal and social communication and interaction
- 2.2 Describe how IT can improve access to education and government services
- 2.3 Describe how IT can improve access to products and services
- 2.4 Identify possible drawbacks of new technologies for individuals and society

The learner will:

- 3 Know how IT is being used in an organisation

The learner can:

- 3.1 Describe the purpose of key components of the IT system (hardware, software and communications)
- 3.2 Describe the roles and responsibilities of those involved in operating and supporting the IT function
- 3.3 Describe the guidelines and procedures for accessing IT help and support

**Unit 02 Understanding the potential of IT (M/503/0498) (cont'd)**

The learner will:

- 4 Know how the introduction of new IT tools and systems can affect an organisation

The learner can:

- 4.1 Compare different approaches to introducing new IT tools and systems
  - 4.2 Describe potential benefits from the introduction of new IT tools and systems
  - 4.3 Describe methods used by manufacturers and publishers to control usage of digital content and devices
- 

The learner will:

- 5 Know the methods used to enhance IT security in an organisation

The learner can:

- 5.1 Describe the main risks to data and personal security for IT users
  - 5.2 Describe the types of control measures and policies organisations can put in place to maximise personal and data protection
  - 5.3 Describe how organisations can exploit new developments in technology to improve cyber security
-



**Unit 03 Developing personal and team effectiveness using IT (T/503/0499)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

The learner will:

- 1 Know how IT can support personal development

The learner can:

- 1.1 Describe how IT tools and systems can be used to manage time effectively
- 1.2 Identify IT tools and resources to support own learning and development
- 1.3 Describe how IT tools can support personal performance improvement

The learner will:

- 2 Use IT to support personal development

The learner can:

- 2.1 Create an action plan to improve own working practice
- 2.2 Participate in activities to meet personal development goals
- 2.3 Use appropriate IT tools to support personal performance improvement

The learner will:

- 3 Know how IT can support the development of team effectiveness

The learner can:

- 3.1 Describe the roles and responsibilities of team members
- 3.2 Describe how IT tools and systems can be used to improve team activities
- 3.3 Identify ways that IT can be used to overcome obstacles to effective teamwork

### **Unit 03 Developing personal and team effectiveness using IT (T/503/0499) (cont'd)**

The learner will:

- 4 Review use of IT for team or collaborative activities

The learner can:

- 4.1 Review contribution of own use of IT to team activities
  - 4.2 Provide feedback to others on their use of IT in a constructive and considerate manner
  - 4.3 Review feedback from others on own use of IT
-

**Unit 04 IT User fundamentals (J/502/4206)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use IT systems to meet needs

The learner can:

- 1.1 Use correct procedures to start and shut down an IT system
- 1.2 Use interface features effectively to interact with IT systems
- 1.3 Adjust system settings to meet individual needs
- 1.4 Use a communication service to access the Internet
- 1.5 Use appropriate terminology when describing IT systems

The learner will:

- 2 Organise, store and retrieve information efficiently

The learner can:

- 2.1 Work with files and folders so that it is easy to find and retrieve information
- 2.2 Identify what storage media to use
- 2.3 Organise and store information, using general and local conventions where appropriate

The learner will:

- 3 Follow and understand the need for safety and security practices

The learner can:

- 3.1 Work safely and take steps to minimise physical stress
- 3.2 Recognise the danger of computer viruses, and how to minimise risk
- 3.3 Keep information secure
- 3.4 Outline why it is important to stay safe and to respect others when using ICT-based communication
- 3.5 Follow relevant guidelines and procedures for the safe and secure use of IT

**Unit 04 IT User fundamentals (J/502/4206) (cont'd)**

The learner will:

- 4 Carry out routine maintenance of IT systems and respond to routine IT system problems

The learner can:

- 4.1 Identify why routine maintenance of hardware is important and when to carry it out
  - 4.2 Identify where to get expert advice
  - 4.3 Carry out regular routine maintenance of IT systems safely
  - 4.4 Take appropriate action to handle routine IT problems
-

**Unit 05 Optimise IT system performance (D/502/4244)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Maintain hardware and software in working order

The learner can:

- 1.1 Identify the operating system and capacity of the computer system
- 1.2 Take appropriate steps to protect computer hardware against loss or damage
- 1.3 Run anti-virus and other security software regularly
- 1.4 Set up printers and other peripheral devices

The learner will:

- 2 Manage files to maintain system performance

The learner can:

- 2.1 Use file navigation software to organise files into an appropriate folder structure
- 2.2 Back up and restore files and folders
- 2.3 Identify why it is important to undertake routine file housekeeping of the information stored on computer systems
- 2.4 Carry out routine file housekeeping so that information is easy to find

The learner will:

- 3 Respond to common IT system problems and errors

The learner can:

- 3.1 Identify common IT system problems and responses
- 3.2 Respond appropriately to common IT system problems
- 3.3 Identify where to get expert advice
- 3.4 Seek expert advice when appropriate

### **Unit 05 Optimise IT system performance (D/502/4244) (cont'd)**

The learner will:

- 4 Customise the working environment to meet needs

The learner can:

- 4.1 Adjust system settings as appropriate to individual needs
-

**Unit 06 Improving productivity using IT (T/502/4153)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan the use of appropriate IT systems and software to meet requirements

The learner can:

- 1.1 Identify the purpose for using IT
- 1.2 Identify the methods, skills and resources required to complete the task successfully
- 1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome
- 1.4 Identify reasons for choosing particular IT systems and software applications for the task
- 1.5 Select IT systems and software applications as appropriate for the purpose
- 1.6 Identify any legal or local guidelines or constraints that may affect the task or activity

The learner will:

- 2 Use IT systems and software efficiently to complete planned tasks

The learner can:

- 2.1 Identify automated routines to improve productivity
- 2.2 Use automated routines that aid efficient processing or presentation
- 2.3 Complete planned tasks using IT

The learner will:

- 3 Review the selection and use of IT tools to make sure that work activities are successful

The learner can:

- 3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose
- 3.2 Decide whether the IT tools selected were appropriate for the task and purpose
- 3.3 Identify the strengths and weaknesses of the completed task
- 3.4 Identify ways to make further improvements to work

**Unit 07 IT Communication fundamentals (Y/502/4291)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a variety of sources of information to meet needs

The learner can:

- 1.1 Use appropriate sources of IT-based and other forms of information to meet needs
- 1.2 Identify different features of information
- 1.3 Recognise copyright constraints on the use of information

The learner will:

- 2 Access, search for, select and use Internet-based information and assess its fitness for purpose

The learner can:

- 2.1 Access, navigate and search Internet sources of information purposefully and effectively
- 2.2 Use appropriate search techniques to locate and select relevant information
- 2.3 Outline how the information meets requirements and is fit for purpose

The learner will:

- 3 Select and use IT to communicate and exchange information

The learner can:

- 3.1 Create, access, read and respond appropriately to email and other IT-based communication
- 3.2 Use IT tools to maintain an address book and schedule activities



**Unit 08 IT Security for users (R/502/4256)**

<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use appropriate methods to minimise security risks to IT systems and data

The learner can:

- 1.1 Identify security issues that may threaten system performance
- 1.2 Take appropriate security precautions to protect IT systems and data
- 1.3 Identify threats to information security associated with the widespread use of technology
- 1.4 Take appropriate precautions to keep information secure
- 1.5 Follow relevant guidelines and procedures for the secure use of IT
- 1.6 Describe why it is important to back up data securely
- 1.7 Ensure personal data is backed up to appropriate media

**Unit 09 Set up an IT system (Y/502/4209)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Connect up a personal computer, printer and peripheral devices safely

The learner can:

- 1.1 Identify what IT system components, storage and peripheral devices are needed and how to connect them
- 1.2 Identify any health and safety issues associated with setting up an IT system
- 1.3 Connect up the components of an IT system safely, including a printer and other peripheral devices
- 1.4 Connect removable storage media to a PC safely

The learner will:

- 2 Connect to an IT communication service

The learner can:

- 2.1 Connect communication hardware safely to a PC
- 2.2 Identify the details needed to connect to an Internet Service Provider (ISP)
- 2.3 Connect to a communication service from a PC

The learner will:

- 3 Set up software for use

The learner can:

- 3.1 Configure the user interface to meet needs
- 3.2 Identify what security precautions need to be addressed when connecting to the Internet
- 3.3 Set up and configure virus protection software
- 3.4 Set up files and software to meet needs

**Unit 09 Set up an IT system (Y/502/4209) (cont'd)**

The learner will:

- 4 Check that the IT system and communication service are working successfully

The learner can:

- 4.1 Identify simple tests that can be used to check the system
  - 4.2 Identify simple communication tests that can be used to check the Internet connection
  - 4.3 Run tests to check that the system and communication service are working successfully
  - 4.4 Identify how to report faults and seek expert help
  - 4.5 Respond to error messages and report faults as appropriate
-

**Unit 10 IT software fundamentals (L/502/4384)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use software applications to meet needs and solve problems

The learner can:

- 1.1 Identify different software applications and give examples of their use
- 1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems
- 1.3 Identify what types of information are needed

The learner will:

- 2 Enter, develop and format different types of information to suit its meaning and purpose

The learner can:

- 2.1 Enter, organise and format different types of information to meet needs
- 2.2 Apply editing techniques to refine information as required
- 2.3 Combine information of different forms or from different sources to meet needs
- 2.4 Select and use appropriate page layout to present information effectively

The learner will:

- 3 Present information in ways that are fit for purpose and audience

The learner can:

- 3.1 Work accurately and proofread, using software facilities where appropriate for the task
- 3.2 Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate

### **Unit 10 IT Software fundamentals (L/502/4384) (cont'd)**

The learner will:

- 4 Make effective use of IT tools and facilities to present information

The learner can:

- 4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience
  - 4.2 Review the effectiveness of the IT tools selected to meet presentation needs
-

**Unit 11 Audio software (K/502/4389)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use audio hardware and software to capture sequences

The learner can:

- 1.1 Identify the input device and associated software to use
- 1.2 Use input devices and built-in audio software to record information to meet needs
- 1.3 Identify the file format used by the input device
- 1.4 Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available

The learner will:

- 2 Use audio software tools to combine and edit sequences

The learner can:

- 2.1 Identify the audio editing software to use for the file format
- 2.2 Cut and paste short sequences to meet needs
- 2.3 Combine information of different forms or from different sources, in line with any copyright constraints
- 2.4 Identify copyright constraints on using others' information

The learner will:

- 3 Play and present audio sequences

The learner can:

- 3.1 Identify appropriate playback software to use for the sequence
- 3.2 Identify the display device to use for the sequence
- 3.3 Select and use appropriate combination of software and display device to play back audio sequences
- 3.4 Adjust playback and display settings so that sequences are presented to meet needs

**Unit 12 Bespoke software (A/502/4395)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input, organise and combine information using bespoke software

The learner can:

- 1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing
- 1.2 Organise and combine information of different forms or from different sources
- 1.3 Follow local and/or legal guidelines for the storage and use of data where available
- 1.4 Respond appropriately to data entry error messages

The learner will:

- 2 Use tools and techniques to edit, process, format and present information

The learner can:

- 2.1 Use appropriate tools and techniques to edit, process and format information
- 2.2 Check information meets needs, using IT tools and making corrections as appropriate
- 2.3 Use appropriate presentation methods and accepted layouts

**Unit 13 Computerised accounting software (F/502/4401)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Access, enter and edit accounting information

The learner can:

- 1.1 Identify the sources and characteristics of accounting data
- 1.2 Enter accounting data accurately into records to meet requirements
- 1.3 Locate and display accounting data records to meet requirements
- 1.4 Check data records meet needs using IT tools, making corrections as necessary
- 1.5 Identify the risks to data security and procedures used for data protection
- 1.6 Follow local and/or legal guidelines for the storage and use of data

The learner will:

- 2 Use tools and techniques to process business transactions

The learner can:

- 2.1 Use appropriate tools and techniques to process transactions
- 2.2 Review the transaction process and identify any errors
- 2.3 Respond appropriately to any transaction errors and problems

The learner will:

- 3 Produce accounting documents and summary reports to meet requirements

The learner can:

- 3.1 Identify what information is required and how to present it
- 3.2 Generate accounting documents as required
- 3.3 Generate management reports as required



**Unit 14 Data management software (F/502/4558)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter, edit and maintain data records in a data management system

The learner can:

- 1.1 Identify the security procedures used to protect data
- 1.2 Enter data accurately into records to meet requirements
- 1.3 Locate and amend individual data records
- 1.4 Check data records meet needs, using IT tools and making corrections as necessary
- 1.5 Respond appropriately to data entry error messages
- 1.6 Follow local and/or legal guidelines for the storage and use of data where available

The learner will:

- 2 Retrieve and display data records to meet requirements

The learner can:

- 2.1 Search for and retrieve information using predefined methods to meet given requirements
- 2.2 Identify which report to run to output the required information
- 2.3 Select and view specified reports to output information to meet given requirements

**Unit 15 Database software (H/502/4553)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter, edit and organise structured information in a database

The learner can:

- 1.1 Identify the main components of a database
- 1.2 Create a database table for a purpose using specified fields
- 1.3 Enter structured data into records to meet requirements
- 1.4 Locate and amend data records
- 1.5 Respond appropriately to data entry error messages
- 1.6 Check data meets needs, using IT tools and making corrections as necessary

The learner will:

- 2 Use database software tools to extract information and produce reports

The learner can:

- 2.1 Identify queries which meet information requirements
- 2.2 Run simple database queries
- 2.3 Identify reports which meet information requirements
- 2.4 Generate and print predefined database reports

**Unit 16 Personal information management software (Y/502/4369)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a calendar to schedule appointments

The learner can:

- 1.1 Create, edit and delete calendar entries
- 1.2 Arrange recurring appointments
- 1.3 Invite others to meetings and monitor attendance
- 1.4 Respond to meeting requests from others
- 1.5 Create reminders for calendar appointments
- 1.6 Organise and display appointments as required

The learner will:

- 2 Use a task list to prioritise activities

The learner can:

- 2.1 Create, edit and delete task information
- 2.2 Organise and display tasks, setting targets for completion
- 2.3 Monitor task progress and set reminders
- 2.4 Report on task status and activity

The learner will:

- 3 Use an address book to store, organise and retrieve contact information

The learner can:

- 3.1 Create, edit and delete contact information
- 3.2 Organise and display contact information
- 3.3 Set up a distribution list
- 3.4 Describe why it is important to use personal data responsibly and safely
- 3.5 Outline why and how to keep contact information up to date

**Unit 17 Design software (M/502/4572)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for designs

The learner can:

- 1.1 Identify what designs are needed
- 1.2 Obtain, input and prepare designs to meet needs
- 1.3 Identify what generic copyright and other constraints apply to the use of designs
- 1.4 Combine information of different types or from different sources for designs
- 1.5 Identify the context in which the designs will be used
- 1.6 Identify which file format to use for saving and exchanging designs
- 1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use design software tools to create, manipulate and edit designs

The learner can:

- 2.1 Use suitable tools and techniques to create designs
- 2.2 Use appropriate tools and techniques to manipulate and edit designs
- 2.3 Check designs meet needs, using IT tools and making corrections as necessary

**Unit 18 Specialist software (L/502/4398)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input, organise and combine information using specialist software

The learner can:

- 1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing
- 1.2 Organise and combine information of different forms or from different sources
- 1.3 Follow local and/or legal guidelines for the storage and use of data where available
- 1.4 Respond appropriately to data entry error messages

The learner will:

- 2 Use tools and techniques to edit, process, format and present information

The learner can:

- 2.1 Use appropriate tools and techniques to edit, process or format information
- 2.2 Check information meets needs, using IT tools and making corrections as necessary
- 2.3 Use appropriate presentation methods and accepted layouts

**Unit 19 Using collaborative technologies (A/502/4378)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Stay safe and secure when using collaborative technology

The learner can:

- 1.1 Follow guidelines for working with collaborative technology
- 1.2 Identify risks in using collaborative technology and why it is important to avoid them
- 1.3 Carry out straightforward checks on others' online identities and different types of information
- 1.4 Identify when and how to report online safety and security issues
- 1.5 Identify what methods are used to promote trust

The learner will:

- 2 Set up and access IT tools and devices for collaborative working

The learner can:

- 2.1 Set up IT tools and devices that will enable you to contribute to collaborative work
- 2.2 Identify the purpose for using collaborative technologies and expected outcomes
- 2.3 Identify which collaborative technology tools and devices to use for different communication media
- 2.4 Identify what terms and conditions apply to using collaborative technologies

The learner will:

- 3 Prepare collaborative technologies for use

The learner can:

- 3.1 Use given details to access collaborative technologies needed for a collaborative task
- 3.2 Adjust basic settings on collaborative technologies
- 3.3 Change the environment of collaborative technologies
- 3.4 Set up and use a data reader to feed information
- 3.5 Identify what and why permissions are set to allow others to access information

**Unit 19 Using collaborative technologies (A/502/4378) (cont'd)**

The learner will:

- 4      Contribute to tasks using collaborative technologies

The learner can:

- 4.1    Contribute responsibly and actively to collaborative working
  - 4.2    Contribute to producing and archiving the agreed outcome of collaborative working
  - 4.3    Identify when there is a problem with collaborative technologies and where to get help
  - 4.4    Respond to simple problems with collaborative technologies
-

**Unit 20 Using email (J/502/4299)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use email software tools and techniques to compose and send messages

The learner can:

- 1.1 Use software tools to compose and format email messages
- 1.2 Attach files to email messages
- 1.3 Send email messages
- 1.4 Identify how to stay safe and respect others when using email
- 1.5 Use an address book to store and retrieve contact information

The learner will:

- 2 Manage incoming email effectively

The learner can:

- 2.1 Follow guidelines and procedures for using email
- 2.2 Identify when and how to respond to email messages
- 2.3 Read and respond to email messages appropriately
- 2.4 Identify what messages to delete and when to do so
- 2.5 Organise and store email messages
- 2.6 Respond appropriately to common email problems



**Unit 21 Using mobile IT devices (H/502/4374)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Set up the mobile device to meet needs

The learner can:

- 1.1 Set up the mobile device for use
- 1.2 Use mobile device interface features effectively
- 1.3 Identify when and how to adjust device settings
- 1.4 Adjust device settings to meet needs
- 1.5 Identify any specific health and safety issues associated with the use of mobile devices
- 1.6 Follow guidelines and procedures for the use of mobile devices

The learner will:

- 2 Use applications and files on the mobile device

The learner can:

- 2.1 Identify the different applications on the mobile device and what they can be used for
- 2.2 Select and use applications and files on the mobile device for an appropriate purpose
- 2.3 Input data accurately into a mobile device
- 2.4 Organise, store and retrieve data on a mobile device

The learner will:

- 3 Transfer data to and from the mobile device

The learner can:

- 3.1 Identify different types of secure connection methods that can be used between devices
- 3.2 Transfer information to and from a mobile device
- 3.3 Recognise copyright and other constraints on the use and transfer of information
- 3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device
- 3.5 Keep information secure when using a mobile device

**Unit 21 Using mobile IT devices (H/502/4374) (cont'd)**

The learner will:

- 4 Maintain the performance of the mobile device

The learner can:

- 4.1 Identify factors that can affect performance of the mobile device
  - 4.2 Use appropriate techniques to maintain the performance of the mobile device
  - 4.3 Identify common problems that occur with mobile devices and what causes them
  - 4.4 Identify when to try to solve a problem and where to get expert advice
  - 4.5 Use available resources to respond quickly and appropriately to common device problems
-

**Unit 22 Using the Internet (T/502/4296)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Connect to the Internet

The learner can:

- 1.1 Identify different types of connection method that can be used to access the Internet
- 1.2 Access the Internet or intranet

The learner will:

- 2 Use browser software to navigate web pages

The learner can:

- 2.1 Use browser tools to navigate web pages
- 2.2 Identify when to change browser settings to aid navigation
- 2.3 Adjust browser settings to meet needs
- 2.4 Use browser help facilities

The learner will:

- 3 Use browser tools to search for information from the Internet

The learner can:

- 3.1 Select and use appropriate search techniques to locate information
- 3.2 Outline how information meets requirements
- 3.3 Use references to make it easier to find information another time
- 3.4 Download and save different types of information from the Internet

**Unit 22 Using the Internet (T/502/4296) (cont'd)**

The learner will:

- 4 Use browser software to communicate information online

The learner can:

- 4.1 Select and use tools and techniques to communicate information online
  - 4.2 Use browser tools to share information sources with others
  - 4.3 Submit information online using forms or interactive sites
  - 4.4 Identify opportunities to post or publish material to websites
- 

The learner will:

- 5 Follow and understand the need for safety and security practices when working online

The learner can:

- 5.1 Identify the threats to user safety when working online
  - 5.2 Outline how to minimise Internet security risks
  - 5.3 Work responsibly and take appropriate safety and security precautions when working online
  - 5.4 Keep personal information secure
  - 5.5 Follow relevant laws, guidelines and procedures for the use of the Internet
-

**Unit 23 Video software (K/502/4392)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use video hardware and software to capture sequences

The learner can:

- 1.1 Identify the input device and associated software to use
- 1.2 Use input devices and built-in video software to record information to meet needs
- 1.3 Identify the file format used by the input device
- 1.4 Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available

The learner will:

- 2 Use video software tools to combine and edit sequences

The learner can:

- 2.1 Identify the video editing software to use for the file format
- 2.2 Cut and paste short sequences to meet needs
- 2.3 Combine information of different forms or from different sources, in line with any copyright constraints
- 2.4 Identify copyright constraints on using others' information

The learner will:

- 3 Play and present video sequences

The learner can:

- 3.1 Identify appropriate playback software to use for the sequence
- 3.2 Identify the display device to use for the sequence
- 3.3 Select and use appropriate combination of software and display device to play back video sequences
- 3.4 Adjust playback and display settings so that sequences are presented to meet needs

**Unit 24 Imaging software (J/502/4612)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for images

The learner can:

- 1.1 Identify what images are needed
- 1.2 Obtain, input and prepare images to meet needs
- 1.3 Identify what generic copyright and other constraints apply to the use of images
- 1.4 Combine information of different types or from different sources for images
- 1.5 Identify the context in which the images will be used
- 1.6 Identify which file format to use for saving and exchanging images
- 1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use imaging software tools to create, manipulate and edit images

The learner can:

- 2.1 Use suitable tools and techniques to create images
- 2.2 Use appropriate tools and techniques to manipulate and edit images
- 2.3 Check images meet needs, using IT tools and making corrections as necessary

**Unit 25 Drawing and planning software (J/502/4609)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input, organise and combine information for drawings or plans

The learner can:

- 1.1 Identify what types of 2D shapes and other elements will be needed
- 1.2 Identify which template or blank document to use
- 1.3 Select the appropriate shapes, from those available, to meet needs
- 1.4 Input the relevant shapes and other elements into existing templates or blank documents so that they are ready for editing and formatting
- 1.5 Identify what copyright constraints apply to the use of shapes or other elements
- 1.6 Combine information of different types or from different sources for drawings and plans
- 1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use tools and techniques to edit, manipulate, format and present drawings or plans

The learner can:

- 2.1 Identify what drafting guides to use so that the shapes and other elements are appropriately prepared
- 2.2 Use appropriate software tools to manipulate and edit shapes and other elements
- 2.3 Select and use appropriate software tools to format shapes and other elements
- 2.4 Check drawings and plans meet needs, using IT tools and making corrections as necessary
- 2.5 Use appropriate presentation methods and accepted page layouts

**Unit 26 Desktop publishing software (Y/502/4565)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use appropriate designs and page layouts for publications

The learner can:

- 1.1 Identify what types of information are needed
- 1.2 Identify what page design and layout will be required
- 1.3 Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant
- 1.4 Select and use appropriate media for the publication

The learner will:

- 2 Input and combine text and other information within publications

The learner can:

- 2.1 Input information into publications so that it is ready for editing and formatting
- 2.2 Identify copyright constraints on using others' information
- 2.3 Organise and combine information of different types or from different sources in line with any copyright constraints
- 2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available

The learner will:

- 3 Use desktop publishing software techniques to edit and format publications

The learner can:

- 3.1 Identify what editing and formatting to use for the publication
- 3.2 Select and use appropriate techniques to edit publications and format text
- 3.3 Manipulate images and graphic elements accurately
- 3.4 Control text flow within single and multiple columns and pages
- 3.5 Check publications meet needs, using IT tools and making corrections as necessary



**Unit 27 Multimedia software (Y/502/4615)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan the content and organisation of multimedia products to meet needs

The learner can:

- 1.1 Use simple techniques to plan the content and organisation of multimedia products
- 1.2 Identify the type of multimedia outcome to meet requirements
- 1.3 Identify what is required in the specification
- 1.4 Identify copyright or other constraints for using others' information

The learner will:

- 2 Obtain, input and combine content to build multimedia outcomes

The learner can:

- 2.1 Select and use an appropriate input device to enter content for multimedia outcomes
- 2.2 Combine information of different types or from different sources for multimedia outcomes
- 2.3 Identify the file format and storage media to use
- 2.4 Select and use appropriate software to write multimedia files
- 2.5 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available

The learner will:

- 3 Use multimedia software tools to edit and format multimedia content to meet requirements

The learner can:

- 3.1 Select and use appropriate techniques to edit and format multimedia outcomes
- 3.2 Manipulate images and graphic elements accurately
- 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary

**Unit 27 Multimedia software (Y/502/4615) (cont'd)**

The learner will:

- 4 Play and present multimedia outcomes

The learner can:

- 4.1 Identify what display device to use for multimedia outcomes
  - 4.2 Use appropriate techniques to navigate and display multimedia outcomes
  - 4.3 Control the playback of multimedia files
  - 4.4 Adjust display settings to meet needs
-

**Unit 28 Project management software (K/502/4618)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create and define a project

The learner can:

- 1.1 Identify the main components of the project management software
- 1.2 Identify the information about the project that must be included
- 1.3 Create a new project file using templates where appropriate
- 1.4 Store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable

The learner will:

- 2 Enter and edit information about project tasks and resources

The learner can:

- 2.1 Identify types of tasks, milestones, deadlines and constraints
- 2.2 Enter and edit information about project tasks
- 2.3 Identify time and resources required for the project
- 2.4 Apply a task calendar for scheduling tasks
- 2.5 Enter and edit information about resources for use in the project
- 2.6 Mark any dependencies between tasks
- 2.7 Assign resources to tasks

The learner will:

- 3 Update information about project progress

The learner can:

- 3.1 Use editing and formatting techniques to update project elements
- 3.2 Update task status in line with progress
- 3.3 Update information about resources as required

**Unit 28 Project management software (K/502/4618) (cont'd)**

The learner will:

- 4 Select and use appropriate tools and techniques to display and report on project status

The learner can:

- 4.1 Use filtering and formatting techniques to display project information to meet needs
  - 4.2 Select and generate project reports using predefined formats to meet needs
-

**Unit 29 Spreadsheet software (A/502/4624)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a spreadsheet to enter, edit and organise numerical and other data

The learner can:

- 1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs
- 1.2 Enter and edit numerical and other data accurately
- 1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use appropriate formulas and tools to summarise and display spreadsheet information

The learner can:

- 2.1 Identify how to summarise and display the required information
- 2.2 Use functions and formulas to meet calculation requirements
- 2.3 Use spreadsheet tools and techniques to summarise and display information

The learner will:

- 3 Select and use appropriate tools and techniques to present spreadsheet information effectively

The learner can:

- 3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns
- 3.2 Identify which chart or graph type to use to display information
- 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs
- 3.4 Select and use appropriate page layout to present and print spreadsheet information
- 3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary

**Unit 30 Word processing software (L/502/4627)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter, edit and combine text and other information accurately within word processing documents

The learner can:

- 1.1 Identify what types of information are needed in documents
- 1.2 Identify what templates are available and when to use them
- 1.3 Use keyboard or other input method to enter or insert text and other information
- 1.4 Combine information of different types or from different sources into a document
- 1.5 Enter information into existing tables, forms and templates
- 1.6 Use editing tools to amend document content
- 1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Structure information within word processing documents

The learner can:

- 2.1 Create and modify tables to organise tabular or numeric information
- 2.2 Select and apply heading styles to text

The learner will:

- 3 Use word processing software tools to format and present documents

The learner can:

- 3.1 Identify what formatting to use to enhance presentation of the document
- 3.2 Select and use appropriate techniques to format characters and paragraphs
- 3.3 Select and use appropriate page layout to present and print documents
- 3.4 Check documents meet needs, using IT tools and making corrections as necessary

**Unit 31 Website software (L/502/4630)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan and create web pages

The learner can:

- 1.1 Identify what content and layout will be needed in the web page
- 1.2 Identify the purpose of the web page and intended audience
- 1.3 Select and use a website design template to create a single web page
- 1.4 Enter or insert content for web pages so that it is ready for editing and formatting
- 1.5 Organise and combine information needed for web pages
- 1.6 Identify copyright and other constraints on using others' information
- 1.7 Identify what file types to use for saving content
- 1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use website software tools to structure and format web pages

The learner can:

- 2.1 Identify what editing and formatting to use to aid both clarity and navigation
- 2.2 Select and use website features to help the user navigate simple websites
- 2.3 Use appropriate editing and formatting techniques
- 2.4 Check web pages meet needs, using IT tools and making corrections as necessary

The learner will:

- 3 Publish web pages to the Internet or an intranet

The learner can:

- 3.1 Upload content to a website
- 3.2 Respond appropriately to common problems when testing a web page

**Unit 32 Presentation software (K/502/4621)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine text and other information within presentation slides

The learner can:

- 1.1 Identify what types of information are required for the presentation
- 1.2 Select and use different slide layouts as appropriate for different types of information
- 1.3 Enter information into presentation slides so that it is ready for editing and formatting
- 1.4 Identify any constraints which may affect the presentation
- 1.5 Combine information of different forms or from different sources for presentations
- 1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use presentation software tools to structure, edit and format slides

The learner can:

- 2.1 Identify what slide structure to use
- 2.2 Select and use an appropriate template to structure slides
- 2.3 Select and use appropriate techniques to edit slides
- 2.4 Select and use appropriate techniques to format slides

The learner will:

- 3 Prepare slides for presentation to meet needs

The learner can:

- 3.1 Identify how to present slides to meet needs and communicate effectively
- 3.2 Prepare slides for presentation
- 3.3 Check presentation meets needs, using IT tools and making corrections as necessary



**Unit 33 Internet safety for IT users (H/502/9154)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the risks that can exist when using the Internet

The learner can:

- 1.1 Identify risks to user safety and privacy
- 1.2 Identify risks to data security
- 1.3 Identify risks to system performance and integrity
- 1.4 Outline how to minimise Internet risks
- 1.5 Outline factors that affect the reliability of information on websites

The learner will:

- 2 Know how to safeguard self and others when working online

The learner can:

- 2.1 Take appropriate precautions to ensure own safety and privacy
- 2.2 Protect personal information online
- 2.3 Carry out checks on others' online identity
- 2.4 Describe the forms and features of cyberbullying
- 2.5 Identify when and how to report online safety issues
- 2.6 Identify where to get online help and information on e-safety

The learner will:

- 3 Take precautions to maintain data security

The learner can:

- 3.1 Take appropriate precautions to maintain data security
- 3.2 Take appropriate precautions to maintain system performance and integrity
- 3.3 Use appropriate browser safety and security settings
- 3.4 Use appropriate client software safety and security settings

**Unit 33 Internet safety for IT users (H/502/9154) (cont'd)**

The learner will:

- 4 Follow legal constraints, guidelines and procedures which apply when working online

The learner can:

- 4.1 Identify legal constraints on the uploading and downloading of software and other digital content
  - 4.2 Identify legal constraints on online behaviour
  - 4.3 Correctly observe guidelines and procedures for the safe use of the Internet
-

**Unit 34 Using a computer keyboard (J/502/9311)**

<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a keyboard to enter and edit alphanumeric information accurately

The learner can:

- 1.1 Input information accurately using alphanumeric, punctuation and special character keys as required
- 1.2 Use Shift, Ctrl, Alt, Num and Caps Lock, Spacebar, Tab, and editing keys as appropriate
- 1.3 Check the accuracy of information, using the keyboard to edit and make corrections as required

The learner will:

- 2 Use a keyboard to access and navigate software applications

The learner can:

- 2.1 Use keyboard controls to access, open and close software applications
- 2.2 Use navigation keys to move around software applications
- 2.3 Identify how function keys and keyboard shortcuts can be used within a software application to improve efficiency

**Unit 35 Set up an IT system (L/502/4210)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and connect up a personal computer safely with associated hardware and storage media to meet needs

The learner can:

- 1.1 Describe what IT system components, storage and peripheral devices are needed
- 1.2 Describe any health and safety issues associated with setting up an IT system
- 1.3 Describe the characteristics of IT systems that affect performance
- 1.4 Select and connect up the components of an IT system safely, including any peripheral devices and storage media

The learner will:

- 2 Select and connect an IT system to a communication service to meet needs

The learner can:

- 2.1 Select and connect communication hardware safely to an IT system
- 2.2 Describe the factors that affect data transfer
- 2.3 Select and connect to a communication service from an IT system
- 2.4 Identify the login and password details needed to connect to an Internet Service Provider (ISP)

The learner will:

- 3 Install and configure software for use

The learner can:

- 3.1 Configure the user interface to meet needs
- 3.2 Describe what security precautions need to be addressed
- 3.3 Set up and configure virus protection software
- 3.4 Install and set up application software to meet needs
- 3.5 Back up and restore system and data files

**Unit 35 Set up an IT system (L/502/4210) (cont'd)**

The learner will:

- 4 Check that the IT system and communication service are working successfully

The learner can:

- 4.1 Identify what tests can be used to check the IT system and communications
  - 4.2 Select and run suitable tests to make sure that the system and communication service are working successfully
  - 4.3 Identify the help and troubleshooting facilities available to solve problems
  - 4.4 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action
-

**Unit 36 IT security for users (Y/502/4257)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use appropriate methods to minimise security risk to IT systems and data

The learner can:

- 1.1 Describe the security issues that may threaten system performance
- 1.2 Apply a range of security precautions to protect IT systems and data
- 1.3 Describe the threats to system and information security and integrity
- 1.4 Keep information secure and manage personal access to information sources securely
- 1.5 Describe ways to protect hardware, software and data and minimise security risk
- 1.6 Apply guidelines and procedures for the secure use of IT
- 1.7 Describe why it is important to back up data and how to do so securely
- 1.8 Select and use effective backup procedures for systems and data

**Unit 37 IT user fundamentals (L/502/4207)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use IT systems to meet a variety of needs

The learner can:

- 1.1 Use correct procedures to start and shut down an IT system
- 1.2 Select and use interface features effectively to interact with IT systems
- 1.3 Select and adjust system settings as appropriate to needs
- 1.4 Select and use a communication service to access the Internet
- 1.5 Use appropriate terminology when describing IT systems

The learner will:

- 2 Manage information storage and retrieval appropriately

The learner can:

- 2.1 Manage files and folders to enable efficient information retrieval
- 2.2 Identify when and why to use different types of storage media
- 2.3 Organise and store information, using general and local conventions where appropriate

The learner will:

- 3 Follow and understand the need for safety and security practices

The learner can:

- 3.1 Work safely and take steps to minimise physical stress
- 3.2 Describe the danger of computer viruses, and how to minimise risk
- 3.3 Keep information secure
- 3.4 Explain why it is important to stay safe and to respect others when using IT-based communication
- 3.5 Follow relevant guidelines and procedures for the safe and secure use of IT

**Unit 37 IT user fundamentals (L/502/4207) (cont'd)**

The learner will:

- 4 Maintain system and troubleshoot IT system problems

The learner can:

- 4.1 Describe why routine and non-routine maintenance is important and when to carry it out
  - 4.2 Carry out regular routine maintenance of IT systems safely
  - 4.3 Identify sources of help and how to get expert advice
  - 4.4 Identify IT problems and take appropriate action
-



**Unit 38 Optimise IT system performance (H/502/4245)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Keep computer hardware and software operating efficiently

The learner can:

- 1.1 Describe the main features and functions of the computer operating system
- 1.2 Take appropriate steps to protect computer hardware from loss or damage
- 1.3 Configure anti-virus and other security software
- 1.4 Install and configure printers and other peripheral devices
- 1.5 Configure network settings for mobile and remote computing
- 1.6 Configure a computer to present or display information to an audience

The learner will:

- 2 Manage files and disks to optimise performance

The learner can:

- 2.1 Use file navigation software to organise files into an appropriate folder structure
- 2.2 Back up and restore files and folders
- 2.3 Describe why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance
- 2.4 Manage file and disk housekeeping so that information is secure and easy to find
- 2.5 Share files and folders with other users
- 2.6 Distinguish between data and system file types

The learner will:

- 3 Troubleshoot and respond to common IT system problems and errors

The learner can:

- 3.1 Describe common IT system problems and what causes them
- 3.2 Describe and record IT system problems to enable effective support
- 3.3 Describe when to try to solve a problem independently, and when to get expert advice
- 3.4 Troubleshoot and respond to IT system problems appropriately
- 3.5 Check that errors and problems have been resolved satisfactorily

**Unit 38 Optimise IT system performance (H/502/4245) (cont'd)**

The learner will:

- 4 Customise the working environment to optimise performance

The learner can:

- 4.1 Describe methods that can be used to optimise system performance
  - 4.2 Select and adjust system settings to optimise performance as appropriate
  - 4.3 Configure the automatic start of programmes and other graphical display options
- 

The learner will:

- 5 Maintain software to meet performance needs

The learner can:

- 5.1 Describe when and how to upgrade software
  - 5.2 Use appropriate techniques to maintain software
  - 5.3 Locate and install driver files for different devices
-

**Unit 39 IT software fundamentals (R/502/4385)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use appropriate software applications to meet needs and solve problems

The learner can:

- 1.1 Describe what types of information are needed
- 1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems

The learner will:

- 2 Enter, develop, combine and format different types of information to suit its meaning and purpose

The learner can:

- 2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs
- 2.2 Use appropriate techniques to combine image and text components
- 2.3 Combine information of different forms or from different sources
- 2.4 Select and use appropriate page layout to present information effectively

The learner will:

- 3 Present information in ways that are fit for purpose and audience

The learner can:

- 3.1 Work accurately and proofread, using software facilities where appropriate
- 3.2 Identify inconsistencies or quality issues with the presentation of information
- 3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate

**Unit 39 IT Software fundamentals (R/502/4385) (cont'd)**

The learner will:

- 4 Evaluate the selection and use of IT tools and facilities to present information

The learner can:

- 4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements
  - 4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work
-

**Unit 40 Audio software (D/502/4390)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use audio hardware and software to capture sequences

The learner can:

- 1.1 Identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues
- 1.2 Select and use an appropriate combination of input device and audio software to record sequences
- 1.3 Describe the impact file size and file format will have on saving sequences
- 1.4 Identify when to use different types of information coding and compression
- 1.5 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

The learner will:

- 2 Use audio software tools and techniques to combine and edit sequences

The learner can:

- 2.1 Identify the sequences to add, keep and remove
- 2.2 Select and use appropriate audio software tools to mark up and edit sequences
- 2.3 Organise and combine information for sequences in line with any copyright constraints, including across different software
- 2.4 Describe how copyright constraints affect use of own and others' information

The learner will:

- 3 Play and present audio sequences

The learner can:

- 3.1 Describe the features and constraints of playback software and display devices
- 3.2 Select and use an appropriate combination of audio playback software and display device to suit the file format
- 3.3 Identify the settings which could be adjusted to improve the quality of presentations
- 3.4 Adjust playback and display settings to enhance the quality of the presentation

**Unit 41 Bespoke software (F/502/4396)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine information using bespoke applications

The learner can:

- 1.1 Input relevant information accurately so that it is ready for processing
- 1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
- 1.3 Respond appropriately to data entry error messages

The learner will:

- 2 Use appropriate structures to organise and retrieve information efficiently

The learner can:

- 2.1 Describe what functions to apply to structure and layout information effectively
- 2.2 Select and use appropriate structures and/or layouts to organise information
- 2.3 Apply local and/or legal guidelines and conventions for the storage and use of data where available

The learner will:

- 3 Use the functions of the software effectively to process and present information

The learner can:

- 3.1 Select and use appropriate tools and techniques to edit, process and format information
- 3.2 Check information meets needs, using IT tools and making corrections as necessary
- 3.3 Select and use appropriate methods to present information

**Unit 42 Computerised accounting software (J/502/4402)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Access, enter and edit accounting information

The learner can:

- 1.1 Describe the sources and characteristics of accounting data
- 1.2 Set up and create new accounting data records accurately to meet requirements
- 1.3 Locate and display accounting data records to meet requirements
- 1.4 Check data records meet needs using IT tools, making corrections as necessary
- 1.5 Respond appropriately to data entry error messages
- 1.6 Describe the risks to data security and procedures used for data protection
- 1.7 Apply local and/or legal guidelines for the storage and use of data

The learner will:

- 2 Select and use tools and techniques to process business transactions

The learner can:

- 2.1 Select and use appropriate tools and techniques to enter and process transactions
- 2.2 Review transaction process and identify any errors
- 2.3 Respond appropriately to any transaction errors and problems
- 2.4 Select and use appropriate tools and techniques to process period end routines

The learner will:

- 3 Produce accounting documents and summary reports to meet requirements

The learner can:

- 3.1 Describe what information is required and how to present it
- 3.2 Prepare and generate accounting documents
- 3.3 Prepare and generate management reports as required
- 3.4 Import and export data and link to other systems and software

**Unit 43 Data management software (J/502/4559)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter, edit and maintain data records in a data management system

The learner can:

- 1.1 Describe the risks to data security and procedures used for data protection
- 1.2 Enter data accurately into groups of records to meet requirements
- 1.3 Locate and amend data associated with groups of records
- 1.4 Check data records meet needs, using IT tools and making corrections as necessary
- 1.5 Respond appropriately to data entry and other error messages
- 1.6 Apply local and/or legal guidelines for the storage and use of data where available

The learner will:

- 2 Retrieve and display data records to meet requirements

The learner can:

- 2.1 Identify what queries and reports need to be run to output the required information
- 2.2 Select and use queries to search for and retrieve information to meet given requirements
- 2.3 Create and view reports to output information from the system to meet given requirements



**Unit 44 Database software (M/502/4555)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create and modify non-relational database tables

The learner can:

- 1.1 Identify the components of a database design
- 1.2 Describe the field characteristics for the data required
- 1.3 Create and modify database tables using a range of field types
- 1.4 Describe ways to maintain data integrity
- 1.5 Respond appropriately to problems with database tables
- 1.6 Use database tools and techniques to ensure data integrity is maintained

The learner will:

- 2 Enter, edit and organise structured information in a database

The learner can:

- 2.1 Create forms to enter, edit and organise data in a database
- 2.2 Select and use appropriate tools and techniques to format data entry forms
- 2.3 Check data entry meets needs, using IT tools and making corrections as necessary
- 2.4 Respond appropriately to data entry errors

The learner will:

- 3 Use database software tools to run queries and produce reports

The learner can:

- 3.1 Create and run database queries using multiple criteria to display or amend selected data
- 3.2 Plan and produce database reports from a single table non-relational database
- 3.3 Select and use appropriate tools and techniques to format database reports
- 3.4 Check reports meet needs, using IT tools and making corrections as necessary

**Unit 45 IT communication fundamentals (D/502/4292)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use a variety of sources of information to meet needs

The learner can:

- 1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements
- 1.2 Describe different features of information
- 1.3 Recognise copyright and other constraints on the use of information

The learner will:

- 2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose

The learner can:

- 2.1 Access, navigate and search Internet sources of information purposefully and effectively
- 2.2 Use appropriate search techniques to locate relevant information
- 2.3 Use discrimination to select information that matches requirements and is fit for purpose
- 2.4 Evaluate information to make sure it matches requirements and is fit for purpose

The learner will:

- 3 Select and use IT to communicate and exchange information safely, responsibly and effectively

The learner can:

- 3.1 Create, access, read and respond appropriately to email and other IT-based communication, including attachments, and adapt style to suit audience
- 3.2 Use IT tools to manage an address book and schedule activities
- 3.3 Manage storage of IT-based communications
- 3.4 Describe how to respond to common IT-based communication problems
- 3.5 Respond appropriately to common IT-based communication problems

**Unit 46 Personal information management software (L/502/4370)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use calendars to schedule appointments and meetings

The learner can:

- 1.1 Create, edit and delete multiple calendar entries
- 1.2 Arrange recurring appointments
- 1.3 Invite others to meetings and monitor attendance
- 1.4 Respond to meeting requests from others
- 1.5 Create reminders for calendar appointments and events
- 1.6 Locate, organise and display appointments and events as required
- 1.7 Import and export calendar data
- 1.8 Describe how to share calendars with other users

The learner will:

- 2 Use a task list to prioritise activities

The learner can:

- 2.1 Create, edit and delete task information
- 2.2 Organise and display tasks, setting targets for completion
- 2.3 Monitor task progress and set reminders
- 2.4 Report on task status and activity
- 2.5 Use software features to work collaboratively on tasks with other users

**Unit 46 Personal information management software (L/502/4370) (cont'd)**

The learner will:

- 3 Use an address book to store, organise and retrieve contact information

The learner can:

- 3.1 Create, update and delete contact information
  - 3.2 Locate, organise and display contact information efficiently
  - 3.3 Create additional contact lists to separate work and leisure contacts
  - 3.4 Select and export contact details for use in other applications
  - 3.5 Create and modify a distribution list
  - 3.6 Share contact information with others responsibly
  - 3.7 Explain why it is important to use personal data responsibly and safely
  - 3.8 Describe why and how to keep contact information up to date
-

**Unit 47 Specialist software (R/502/4399)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine information using specialist applications

The learner can:

- 1.1 Input relevant information accurately so that it is ready for processing
- 1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
- 1.3 Respond appropriately to data entry error messages

The learner will:

- 2 Use appropriate structures to organise and retrieve information efficiently

The learner can:

- 2.1 Describe what functions to apply to structure and lay out information effectively
- 2.2 Select and use appropriate structures and/or layouts to organise information
- 2.3 Apply local and/or legal guidelines and conventions for the storage and use of data where available

The learner will:

- 3 Use the functions of the software effectively to process and present information

The learner can:

- 3.1 Select and use appropriate tools and techniques to edit, process and format information
- 3.2 Check information meets needs, using IT tools and making corrections as necessary
- 3.3 Select and use appropriate methods to present information

**Unit 48 Using collaborative technologies (F/502/4379)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Stay safe and secure when working with collaborative technology

The learner can:

- 1.1 Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines
- 1.2 Explain what risks there may be in using collaborative technology and how to keep them to a minimum
- 1.3 Use appropriate methods to promote trust when working collaboratively
- 1.4 Carry out appropriate checks on others' online identities and different types of information
- 1.5 Identify and respond to inappropriate content and behaviour

The learner will:

- 2 Plan and set up IT tools and devices for collaborative working

The learner can:

- 2.1 Describe the purposes for using collaborative technologies
- 2.2 Describe what outcomes are needed from collaborative working and whether or not archiving is required
- 2.3 Describe the roles, IT tools and facilities needed for collaborative tasks and communication media
- 2.4 Describe the features, benefits and limitations of different collaborative technology tools and devices
- 2.5 Describe the compatibility issues in different combinations of collaborative tools and devices
- 2.6 Select an appropriate combination of IT tools and devices to carry out collaborative tasks
- 2.7 Connect and configure the combination of IT tools and devices needed for a collaborative task

**Unit 48 Using collaborative technologies (F/502/4379) (cont'd)**

The learner will:

**3 Prepare collaborative technologies for use**

The learner can:

- 3.1 Describe what access rights and issues others may have in using collaborative technologies
  - 3.2 Assess what permissions are needed for different users and content
  - 3.3 Set up and use access rights to enable others to access information
  - 3.4 Set up and use permissions to filter information
  - 3.5 Adjust settings so that others can access IT tools and devices for collaborative working
  - 3.6 Select and use different elements to control environments for collaborative technologies
  - 3.7 Select and join networks and data feeds to manage data to suit collaborative tasks
- 

The learner will:

**4 Contribute to tasks using collaborative technologies**

The learner can:

- 4.1 Describe rules of engagement for using collaborative technologies
  - 4.2 Enable others to contribute responsibly to collaborative tasks
  - 4.3 Present relevant and valuable information
  - 4.4 Moderate the use of collaborative technologies
  - 4.5 Archive the outcome of collaborative working
  - 4.6 Assess when there is a problem with collaborative technologies and when to get expert help
  - 4.7 Respond to problems with collaborative technologies
-

**Unit 49 Using email (M/502/4300)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use email software tools and techniques to compose and send messages

The learner can:

- 1.1 Select and use software tools to compose and format email messages, including attachments
- 1.2 Determine the message size and how it can be reduced
- 1.3 Send email messages to individuals and groups
- 1.4 Describe how to stay safe and respect others when using email
- 1.5 Use an address book to organise contact information

The learner will:

- 2 Manage incoming email effectively

The learner can:

- 2.1 Follow guidelines and procedures for using email
- 2.2 Read and respond to email messages appropriately
- 2.3 Use email software tools and techniques to automate responses
- 2.4 Describe how to archive email messages, including attachments
- 2.5 Organise, store and archive email messages effectively
- 2.6 Respond appropriately to email problems



**Unit 50 Using mobile IT devices (K/502/4375)**

<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Set up and customise the mobile device to meet needs

The learner can:

- 1.1 Describe the purpose of the different features and drawbacks of the mobile device
- 1.2 Describe different methods that can be used to access mobile networks
- 1.3 Prepare, set up and configure the mobile device for use
- 1.4 Select, use and customise interface features and settings to meet needs and improve efficiency
- 1.5 Describe any specific health and safety issues associated with the use of mobile devices
- 1.6 Apply guidelines and procedures for the use of mobile devices

The learner will:

- 2 Select and use applications and files on the mobile device

The learner can:

- 2.1 Select and use applications and files on the mobile device for an appropriate purpose
- 2.2 Define file formats appropriate for mobile devices
- 2.3 Use software or tools to prepare or convert files to an appropriate format for mobile devices
- 2.4 Input data accurately into a mobile device
- 2.5 Organise, store and retrieve data efficiently on a mobile device

**Unit 50 Using mobile IT devices (K/502/4375) (cont'd)**

The learner will:

- 3 Use tools and techniques to transfer data to and from mobile devices

The learner can:

- 3.1 Describe different types of secure connection methods that can be used between devices
  - 3.2 Describe software requirements and techniques to connect and synchronise devices
  - 3.3 Transfer information to and from mobile devices using secure connection procedures
  - 3.4 Synchronise mobile device data with source data
  - 3.5 Recognise copyright and other constraints on the use and transfer of information
  - 3.6 Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices
  - 3.7 Keep information secure when using a mobile device
- 

The learner will:

- 4 Optimise the performance of mobile devices

The learner can:

- 4.1 Describe the factors that can affect performance of the mobile device and how to make improvements
  - 4.2 Use appropriate techniques to optimise the performance of the mobile device
  - 4.3 Describe problems that may occur with mobile devices and what causes them
  - 4.4 Use an appropriate fault-finding procedure to identify and solve problems with the mobile device
  - 4.5 Describe when to try to solve a problem and where to get expert advice
-

**Unit 51 Using the Internet (A/502/4297)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Connect to the Internet

The learner can:

- 1.1 Identify different types of connection methods that can be used to access the Internet
- 1.2 Identify the benefits and drawbacks of the connection method used
- 1.3 Get online with an Internet connection
- 1.4 Use help facilities to solve Internet connection problems

The learner will:

- 2 Use browser software to navigate web pages effectively

The learner can:

- 2.1 Select and use browser tools to navigate web pages
- 2.2 Identify when to change settings to aid navigation
- 2.3 Adjust browser settings to optimise performance and meet needs
- 2.4 Identify ways to improve the performance of a browser

The learner will:

- 3 Use browser tools to search for information from the Internet

The learner can:

- 3.1 Select and use appropriate search techniques to locate information efficiently
- 3.2 Describe how well information meets requirements
- 3.3 Manage and use references to make it easier to find information another time
- 3.4 Download, organise and store different types of information from the Internet

**Unit 51 Using the Internet (A/502/4297) (cont'd)**

The learner will:

- 4 Use browser software to communicate information online

The learner can:

- 4.1 Identify opportunities to create, post or publish material to websites
  - 4.2 Select and use appropriate tools and techniques to communicate information online
  - 4.3 Use browser tools to share information sources with others
  - 4.4 Submit information online
- 

The learner will:

- 5 Understand the need for safety and security practices when working online

The learner can:

- 5.1 Describe the threats to system performance when working online
  - 5.2 Work responsibly and take appropriate safety and security precautions when working online
  - 5.3 Describe the threats to information security when working online
  - 5.4 Manage personal access to online sources securely
  - 5.5 Describe the threats to user safety when working online
  - 5.6 Describe how to minimise Internet security risks
  - 5.7 Apply laws, guidelines and procedures for safe and secure Internet use
  - 5.8 Explain the importance of the relevant laws affecting Internet users
-

**Unit 52 Video software (M/502/4393)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use video hardware and software to capture sequences

The learner can:

- 1.1 Identify the combination of input device and video software to use to capture information, to avoid any compatibility issues
- 1.2 Select and use an appropriate combination of input device and video software to record sequences
- 1.3 Describe the impact file size and file format will have on saving sequences
- 1.4 Identify when to use different types of information coding and compression
- 1.5 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

The learner will:

- 2 Use video software tools and techniques to combine and edit sequences

The learner can:

- 2.1 Identify the sequences to add, keep and remove
- 2.2 Select and use appropriate video software tools to mark up and edit sequences
- 2.3 Organise and combine information for sequences in line with any copyright constraints, including across different software
- 2.4 Describe how copyright constraints affect use of own and others' information

The learner will:

- 3 Play and present video sequences

The learner can:

- 3.1 Describe the features and constraints of playback software and display devices
- 3.2 Select and use an appropriate combination of video playback software and display device to suit the file format
- 3.3 Identify the settings which could be adjusted to improve the quality of presentations
- 3.4 Adjust playback and display settings to enhance the quality of the presentation

**Unit 53 Desktop publishing software (D/502/4566)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use appropriate designs and page layouts for publications

The learner can:

- 1.1 Describe what types of information are needed
- 1.2 Describe how to change page design and layout to increase effectiveness of a publication
- 1.3 Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant
- 1.4 Select and use appropriate media for the publication

The learner will:

- 2 Input and combine text and other information within publications

The learner can:

- 2.1 Find and input information into a publication so that it is ready for editing and formatting
- 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software
- 2.3 Describe how copyright constraints affect use of own and others' information
- 2.4 Describe which file format to use for saving designs and images
- 2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available

The learner will:

- 3 Use desktop publishing software techniques to edit and format publications

The learner can:

- 3.1 Identify what editing and formatting to use for the publication
- 3.2 Select and use appropriate techniques to edit publications and format text
- 3.3 Manipulate images and graphic elements accurately
- 3.4 Control text flow within single and multiple columns and pages
- 3.5 Check publications meet needs, using IT tools and making corrections as necessary
- 3.6 Identify and respond to quality problems with publications to make sure they meet needs

**Unit 54 Drawing and planning software (A/502/4610)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input, organise and combine information for drawings or plans

The learner can:

- 1.1 Identify what types of shapes and other elements will be needed
- 1.2 Review templates and describe how they need to be changed to meet needs
- 1.3 Select, input and use the appropriate shapes to meet needs, including importing shapes from other sources
- 1.4 Select, adapt and use appropriate templates or blank documents
- 1.5 Identify what copyright constraints apply to the use of shapes or other elements
- 1.6 Combine information for drawings or plans including importing information produced using other software
- 1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use tools and techniques to edit, manipulate, format and present drawings or plans

The learner can:

- 2.1 Identify what drafting guides to use so that the shapes and other elements are appropriately prepared
- 2.2 Select and use appropriate software tools to manipulate and edit shapes and other elements with precision
- 2.3 Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes
- 2.4 Check drawings or plans meet needs, using IT tools and making corrections as necessary
- 2.5 Identify and respond to any quality problems with drawings or plans to make sure they meet needs
- 2.6 Select and use appropriate presentation methods and accepted page layouts

**Unit 55 Design software (T/502/4573)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for designs

The learner can:

- 1.1 Describe what designs are needed
- 1.2 Obtain, input and prepare designs to meet needs
- 1.3 Describe what copyright and other constraints apply to the use of designs
- 1.4 Use appropriate techniques to organise and combine information of different types or from different sources
- 1.5 Describe the context in which the designs will be used
- 1.6 Describe what file format to use for saving designs to suit different presentation methods
- 1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use design software tools to create, manipulate and edit designs

The learner can:

- 2.1 Identify what technical factors affecting designs need to be taken into account and how to do so
- 2.2 Select and use suitable techniques to create designs
- 2.3 Use guide lines and dimensioning tools appropriately to enhance precision
- 2.4 Select and use appropriate tools and techniques to manipulate and edit for designs
- 2.5 Check designs meet needs, using IT tools and making corrections as necessary
- 2.6 Identify and respond to quality problems with designs to make sure that they meet needs



**Unit 56 Multimedia software (D/502/4616)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan the content and organisation of multimedia products to meet needs

The learner can:

- 1.1 Describe the type of multimedia outcome needed and the specification that it must meet
- 1.2 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products
- 1.3 Identify how the different elements of the content will be sourced and how they will relate in the design layout
- 1.4 Plan the use of interactive features and transitions to meet needs
- 1.5 Describe how copyright and other constraints affect use of own and others' information

The learner will:

- 2 Obtain, input and combine content to build multimedia outcomes

The learner can:

- 2.1 Select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes
- 2.2 Combine information of different types or from different sources for multimedia outcomes
- 2.3 Describe the file format and storage media to use
- 2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available

The learner will:

- 3 Use multimedia software tools to edit and format multimedia content to meet requirements

The learner can:

- 3.1 Select and use appropriate techniques to edit and format multimedia outcomes
- 3.2 Manipulate images and graphic elements accurately
- 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary
- 3.4 Adjust outcomes in response to any identified quality problems

**Unit 56 Multimedia software (D/502/4616) (cont'd)**

The learner will:

- 4 Play and present multimedia outcomes

The learner can:

- 4.1 Describe what combination of display device and software to use for displaying different multimedia file formats
  - 4.2 Select and use appropriate software for displaying multimedia outcomes
  - 4.3 Select and use appropriate navigation techniques and playback controls to suit the files
  - 4.4 Adjust the display settings of the software and display device to present outcomes effectively
-

**Unit 57 Presentation software (M/502/4622)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine text and other information within presentation slides

The learner can:

- 1.1 Identify what types of information are required for the presentation
- 1.2 Enter text and other information using layouts appropriate to type of information
- 1.3 Insert charts and tables into presentation slides
- 1.4 Insert images, video or sound to enhance the presentation
- 1.5 Identify any constraints which may affect the presentation
- 1.6 Organise and combine information of different forms or from different sources for presentations
- 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use presentation software tools to structure, edit and format slide sequences

The learner can:

- 2.1 Identify what slide structure and themes to use
- 2.2 Select, change and use appropriate templates for slides
- 2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
- 2.4 Select and use appropriate techniques to format slides and presentations
- 2.5 Identify what presentation effects to use to enhance the presentation
- 2.6 Select and use animation and transition effects appropriately to enhance slide sequences

The learner will:

- 3 Prepare slideshow for presentation

The learner can:

- 3.1 Describe how to present slides to meet needs and communicate effectively
- 3.2 Prepare slideshow for presentation
- 3.3 Check presentation meets needs, using IT tools and making corrections as necessary
- 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

**Unit 58 Project management software (M/502/4619)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create and define a project

The learner can:

- 1.1 Identify the critical information about the project that must be included
- 1.2 Create, store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable
- 1.3 Define the project file properties and project options

The learner will:

- 2 Enter and edit information about project tasks and resources

The learner can:

- 2.1 Identify the critical tasks and milestones to be completed
- 2.2 Enter and edit information about project tasks
- 2.3 Identify any deadlines and constraints which apply to the project
- 2.4 Identify issues of resource availability and utilisation
- 2.5 Create and apply a task calendar for scheduling tasks
- 2.6 Enter and edit information about resources for use in the project
- 2.7 Adjust templates for project information
- 2.8 Set up and edit dependencies between tasks

The learner will:

- 3 Update information about project progress

The learner can:

- 3.1 Describe the methods to update and report information about project progress
- 3.2 Use editing and formatting techniques to update project elements
- 3.3 Update task status in line with progress
- 3.4 Update information about resources as required
- 3.5 Compare actual progress with project baseline and reschedule uncompleted tasks
- 3.6 Identify any risks and issues that may have an impact on the project

**Unit 58 Project management software (M/502/4619) (cont'd)**

The learner will:

- 4 Select and use appropriate tools and techniques to display and report on project status

The learner can:

- 4.1 Select and create project reports to meet needs
  - 4.2 Use filtering and formatting techniques to display project information to meet needs
  - 4.3 Share project information with other applications
-

**Unit 59 Spreadsheet software (F/502/4625)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a spreadsheet to enter, edit and organise numerical and other data

The learner can:

- 1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
- 1.2 Enter and edit numerical and other data accurately
- 1.3 Combine and link data across worksheets
- 1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Select and use appropriate formulas and data analysis tools to meet requirements

The learner can:

- 2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
- 2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
- 2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements

The learner will:

- 3 Select and use tools and techniques to present and format spreadsheet information

The learner can:

- 3.1 Plan how to present and format spreadsheet information effectively to meet needs
- 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
- 3.3 Select and format an appropriate chart or graph type to display selected information
- 3.4 Select and use appropriate page layout to present and print spreadsheet information
- 3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary
- 3.6 Describe how to find errors in spreadsheet formulas
- 3.7 Respond appropriately to any problems with spreadsheets

**Unit 60 Word processing software (R/502/4628)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter and combine text and other information accurately within word processing documents

The learner can:

- 1.1 Identify what types of information are needed in documents
- 1.2 Use appropriate techniques to enter text and other information accurately and efficiently
- 1.3 Select and use appropriate templates for different purposes
- 1.4 Identify when and how to combine and merge information from other software or other documents
- 1.5 Select and use a range of editing tools to amend document content
- 1.6 Combine or merge information within a document from a range of sources
- 1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Create and modify layout and structures for word processing documents

The learner can:

- 2.1 Identify the document requirements for structure and style
- 2.2 Identify what templates and styles are available and when to use them
- 2.3 Create and modify columns, tables and forms to organise information
- 2.4 Select and apply styles to text

**Unit 60 Word processing software (R/502/4628) (cont'd)**

The learner will:

- 3 Use word processing software tools to format and present documents effectively to meet requirements

The learner can:

- 3.1 Identify how the document should be formatted to aid meaning
  - 3.2 Select and use appropriate techniques to format characters and paragraphs
  - 3.3 Select and use appropriate page and section layouts to present and print documents
  - 3.4 Describe any quality problems with documents
  - 3.5 Check documents meet needs, using IT tools and making corrections as necessary
  - 3.6 Respond appropriately to quality problems with documents so that outcomes meet needs
-



**Unit 61 Website software (R/502/4631)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create structures and styles for websites

The learner can:

- 1.1 Describe what website content and layout will be needed for each page
- 1.2 Plan and create web page templates to layout
- 1.3 Select and use website features and structures to help the user navigate round web pages within the site
- 1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
- 1.5 Describe how copyright and other constraints may affect the website
- 1.6 Describe what access issues may need to be taken into account
- 1.7 Describe what file types to use for saving content
- 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use website software tools to prepare content for websites

The learner can:

- 2.1 Prepare content for web pages so that it is ready for editing and formatting
- 2.2 Organise and combine information needed for web pages including across different software
- 2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation
- 2.4 Select and use appropriate development techniques to link information across pages
- 2.5 Change the file formats appropriately for content
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary

**Unit 61 Website software (R/502/4631) (cont'd)**

The learner will:

3 Publish websites

The learner can:

- 3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned
  - 3.2 Identify any quality problems with websites and how to respond to them
  - 3.3 Select and use an appropriate program to upload and publish the website
  - 3.4 Respond appropriately to problems with multiple page websites
-

**Unit 62 Imaging software (L/502/4613)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for images

The learner can:

- 1.1 Describe what images are needed
- 1.2 Obtain, input and prepare images to meet needs
- 1.3 Describe what copyright and other constraints apply to the use of images
- 1.4 Use appropriate techniques to organise and combine information of different types or from different sources
- 1.5 Describe the context in which the images will be used
- 1.6 Describe what file format to use for saving images to suit different presentation methods
- 1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use imaging software tools to create, manipulate and edit images

The learner can:

- 2.1 Identify what technical factors affecting images need to be taken into account and how to do so
- 2.2 Select and use suitable techniques to create images
- 2.3 Use guide lines and dimensioning tools appropriately to enhance precision
- 2.4 Select and use appropriate tools and techniques to manipulate and edit images
- 2.5 Check images meet needs, using IT tools and making corrections as necessary
- 2.6 Identify and respond to quality problems with images to make sure that they meet needs

**Unit 63 IT Security for users (D/502/4258)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data

The learner can:

- 1.1 Evaluate the security issues that may threaten system performance
- 1.2 Select, use and evaluate a range of security precautions to protect IT systems and monitor security
- 1.3 Evaluate the threats to system and information security and integrity
- 1.4 Manage access to information sources securely to maintain confidentiality, integrity and availability of information
- 1.5 Explain why and how to minimise security risks to hardware, software and data for different users
- 1.6 Apply, maintain and develop guidelines and procedures for the secure use of IT
- 1.7 Select and use effective backup and archiving procedures for systems and data

**Unit 64 Optimise IT system performance (K/502/4246)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Keep computer hardware and software operating efficiently

The learner can:

- 1.1 Explain the factors that should be taken into account when choosing an operating system
- 1.2 Take appropriate steps to protect computer hardware from loss or damage
- 1.3 Explain why routine fault-finding procedures are important
- 1.4 Use an appropriate fault-finding procedure to routinely monitor hardware performance
- 1.5 Configure anti-virus and other security software
- 1.6 Install and configure printers and other peripheral devices
- 1.7 Configure synchronisation and maintain security on remote access sessions
- 1.8 Configure a computer to present or display information to an audience

The learner will:

- 2 Manage files to maintain and improve performance

The learner can:

- 2.1 Explain why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance
- 2.2 Use file navigation software to organise files into an appropriate folder structure
- 2.3 Archive, back up and restore files and folders
- 2.4 Manage file and disk housekeeping so that information is secure and easy to find
- 2.5 Configure access to remote file systems
- 2.6 Distinguish between data and system file types

**Unit 64 Optimise IT system performance (K/502/4246) (cont'd)**

The learner will:

- 3 Troubleshoot and respond to IT system problems quickly and effectively

The learner can:

- 3.1 Assess IT system problems, explain what causes them and how to respond to them and avoid similar problems in the future
  - 3.2 Carry out contingency planning to recover from system failure and data loss
  - 3.3 Monitor and record IT system problems to enable effective response
  - 3.4 Monitor system settings and adjust when necessary
  - 3.5 Explain when and where to get expert advice
  - 3.6 Help others to select and use appropriate resources to respond to IT system problems
  - 3.7 Check that errors and problems have been resolved satisfactorily
- 

The learner will:

- 4 Plan and monitor the routine and non-routine maintenance of hardware and software

The learner can:

- 4.1 Clarify the resources that will be needed to carry out maintenance
  - 4.2 Develop a plan for the maintenance of IT hardware and software
  - 4.3 Monitor the implementation of maintenance plans, updating them where necessary
- 

The learner will:

- 5 Review and modify hardware and software to maintain performance

The learner can:

- 5.1 Use appropriate techniques to maintain software for optimum performance
  - 5.2 Clarify when and how to upgrade software
  - 5.3 Review and modify hardware settings to maintain performance
-

**Unit 65 Set up an IT system (R/502/4211)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and connect up a personal computer safely with associated hardware and storage media to meet needs

The learner can:

- 1.1 Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software
- 1.2 Explain any health and safety issues associated with setting up an IT system
- 1.3 Explain the characteristics of IT systems that affect performance
- 1.4 Select and connect up the components of an IT system safely, including any peripheral devices and storage media

The learner will:

- 2 Select and connect IT system to a communication service successfully to meet needs

The learner can:

- 2.1 Explain the reasons for choosing a communication service
- 2.2 Explain what effect variations in data transmission speed may have
- 2.3 Select and connect communication hardware safely to an IT system
- 2.4 Select and connect to a communication service from an IT system
- 2.5 Explain the factors which influence choice of Internet Service Providers

**Unit 65 Set up an IT system (R/502/4211) (cont'd)**

The learner will:

- 3 Install and configure operating system and application software for use

The learner can:

- 3.1 Configure the user interface to meet needs
  - 3.2 Explain what security precautions need to be addressed for the system to be used securely online by several users
  - 3.3 Install, set up and configure virus protection and other security systems and software
  - 3.4 Explain the benefits and risks of using disk partitions or other backup locations
  - 3.5 Establish a backup routine for data and system
  - 3.6 Install, set up and configure application software to meet needs
- 

The learner will:

- 4 Check that the IT system and communication service are working successfully

The learner can:

- 4.1 Explain what system tests and communication tests are needed and why
  - 4.2 Select and run suitable tests to make sure that the system and communication service are working successfully
  - 4.3 Explain the range of help and troubleshooting facilities available to solve problems
  - 4.4 Establish procedures for recovery in the event of system faults or failure
  - 4.5 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action
-



**Unit 66 Audio software (H/502/4391)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use audio hardware and software to capture sequences

The learner can:

- 1.1 Determine the content needed for sequences, and when to originate it
- 1.2 Explain any compatibility issues between combinations of input device and audio software
- 1.3 Select and use an appropriate combination of input device and audio software to optimise the recording of information
- 1.4 Select and use an appropriate combination of hardware and software to originate and develop new content for sequences
- 1.5 Analyse and explain the impact file size and file format will have, including when to use information coding and compression
- 1.6 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

The learner will:

- 2 Use audio software tools and techniques to edit sequences

The learner can:

- 2.1 Select and use appropriate audio software tools and techniques to mark up and edit sequences to achieve required effects
- 2.2 Provide guidance on how copyright constraints affect use of own and others' information
- 2.3 Organise, combine and link information for sequences in line with any copyright constraints, including across different software

**Unit 66 Audio software (H/502/4391) (cont'd)**

The learner will:

- 3 Play and present audio sequences

The learner can:

- 3.1 Explain the features and constraints of playback software and devices as appropriate for different purposes
  - 3.2 Select and use an appropriate combination of audio playback software and devices to suit the file format
  - 3.3 Present sequences effectively by exploiting the features and settings of the playback software and devices to maximise quality and meet needs
  - 3.4 Evaluate the quality of sequences and explain how to respond to quality issues and problems
-

**Unit 67 Bespoke software (J/502/4397)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine information using bespoke software

The learner can:

- 1.1 Input relevant information accurately so that it is ready for processing
- 1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications

The learner will:

- 2 Create and modify appropriate structures to organise and retrieve information efficiently

The learner can:

- 2.1 Evaluate the use of software functions to structure, layout and style information
- 2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently
- 2.3 Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available

The learner will:

- 3 Exploit the functions of the software effectively to process and present information

The learner can:

- 3.1 Select and use appropriate tools and techniques to edit, analyse and format information
- 3.2 Check information meets needs, using IT tools and making corrections as necessary
- 3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
- 3.4 Select and use presentation methods to aid clarity and meaning

**Unit 68 Computerised accounting software (L/502/4403)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Access, enter and edit accounting information

The learner can:

- 1.1 Set up procedures for entry of accounting data accurately into records to meet requirements
- 1.2 Explain how to code new entries
- 1.3 Locate and display accounting data records to meet requirements
- 1.4 Check data records meet needs using IT tools, making corrections as necessary
- 1.5 Explain the risks to data security and procedures used for data protection
- 1.6 Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available
- 1.7 Interpret and respond appropriately to a range of data and application error messages

The learner will:

- 2 Process business transactions from source documents

The learner can:

- 2.1 Select and use appropriate tools and techniques to process transactions
- 2.2 Use software tools to monitor accounts
- 2.3 Respond appropriately to any transaction errors and problems
- 2.4 Process period and year end routines

The learner will:

- 3 Develop and interpret management information reports

The learner can:

- 3.1 Explain what information is required and how to present it
- 3.2 Generate and interpret management reports as required
- 3.3 Customise and format accounting documents and reports according to requirements
- 3.4 Import and export data and link to other systems

**Unit 68 Computerised accounting software (L/502/4403) (cont'd)**

The learner will:

- 4 Set up a computerised accounting system ready for use

The learner can:

- 4.1 Install and update accounting software as required
  - 4.2 Configure accounting software for use
  - 4.3 Set up package parameters
  - 4.4 Set up initial account balances
-

**Unit 69 Data management software (A/502/4560)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter, edit and maintain data records in a data management system

The learner can:

- 1.1 Discuss when and how to change or create a new data entry form
- 1.2 Enter data accurately into records to meet requirements
- 1.3 Configure characteristics of groups of records
- 1.4 Discuss and explain how to locate and amend data records
- 1.5 Check data records meet needs, using IT tools and making corrections as necessary
- 1.6 Interpret and respond appropriately to a range of data and application error messages
- 1.7 Evaluate and explain the risks to data security and procedures used for data protection
- 1.8 Manage data files effectively, in line with local and/or legal guidelines for the storage and use of data where available

The learner will:

- 2 Retrieve and display data records to meet requirements

The learner can:

- 2.1 Determine and explain what queries and reports need to be run to output the required information
- 2.2 Create and use queries to search for and retrieve information from the system
- 2.3 Create, define and set up reports to output information to meet requirements
- 2.4 Use the file handling techniques of the software to import and export data
- 2.5 Use available techniques to combine and link data

**Unit 70 Database software (T/502/4556)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan, create and modify relational database tables to meet requirements

The learner can:

- 1.1 Explain how a relational database design enables data to be organised and queried
- 1.2 Plan and create multiple tables for data entry with appropriate fields and properties
- 1.3 Set up and modify relationships between database tables
- 1.4 Explain why and how to maintain data integrity
- 1.5 Respond appropriately to problems with database tables
- 1.6 Use database tools and techniques to ensure data integrity is maintained

The learner will:

- 2 Enter, edit and organise structured information in a database

The learner can:

- 2.1 Design and create forms to access, enter, edit and organise data in a database
- 2.2 Select and use appropriate tools and techniques to format data entry forms
- 2.3 Check data entry meets needs, using IT tools and making corrections as necessary
- 2.4 Respond appropriately to data entry errors

The learner will:

- 3 Use database software tools to create, edit and run data queries and produce reports

The learner can:

- 3.1 Explain how to select, generate and output information from queries according to requirements
- 3.2 Create and run database queries to display, amend or calculate selected data
- 3.3 Plan and produce database reports from a multiple-table relational database
- 3.4 Select and use appropriate tools and techniques to format database reports
- 3.5 Check reports meet needs, using IT tools and making corrections as necessary

**Unit 71 Specialist software (A/502/4400)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine information using specialist software

The learner can:

- 1.1 Input relevant information accurately so that it is ready for processing
- 1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications

The learner will:

- 2 Create and modify appropriate structures to organise and retrieve information efficiently

The learner can:

- 2.1 Evaluate the use of software functions to structure, layout and style information
- 2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently
- 2.3 Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available

The learner will:

- 3 Exploit the functions of the software effectively to process and present information

The learner can:

- 3.1 Select and use appropriate tools and techniques to edit, analyse and format information
- 3.2 Check information meets needs, using IT tools and making corrections as necessary
- 3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
- 3.4 Select and use presentation methods to aid clarity and meaning



**Unit 72 Using collaborative technologies (T/502/4380)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Stay safe and secure when working with collaborative technology

The learner can:

- 1.1 Explain what and why guidelines need to be established for working with collaborative technology
- 1.2 Develop and implement guidelines for good practice in working with collaborative technology
- 1.3 Explain how to establish an identity or present information that will promote trust
- 1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information
- 1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks
- 1.6 Analyse and manage risks in the use of collaborative technologies

The learner will:

- 2 Plan and set up IT tools and devices for collaborative working

The learner can:

- 2.1 Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks
- 2.2 Determine the IT tools and processes needed for archiving the outcomes of collaborative working
- 2.3 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media
- 2.4 Explain potential access and compatibility issues with integrating different collaborative technology tools and devices
- 2.5 Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices
- 2.6 Resolve access and compatibility problems so that different collaborative tools and devices work successfully

**Unit 72 Using collaborative technologies (T/502/4380) (cont'd)**

The learner will:

- 3 Prepare collaborative technologies for use

The learner can:

- 3.1 Evaluate data management principles, issues and methods
  - 3.2 Manage levels of access and permissions for different purposes
  - 3.3 Select and integrate different elements across applications to create environments for collaborative technologies
  - 3.4 Set and adjust settings to facilitate use of collaborative technologies by others
  - 3.5 Manage data flow to benefit collaborative working
- 

The learner will:

- 4 Manage tasks using collaborative technologies

The learner can:

- 4.1 Determine levels of responsibility for the use of collaborative technologies
  - 4.2 Facilitate others' responsible contributions to and engagement with collaborative technologies
  - 4.3 Manage the moderation of collaborative technologies
  - 4.4 Oversee the archiving of the outcomes of collaborative working
  - 4.5 Explain what problems can occur with collaborative technologies
  - 4.6 Respond to problems with collaborative technologies and be prepared to help others to do so
-

**Unit 73 Using email (T/502/4301)**

<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use email software tools and techniques to compose and send messages

The learner can:

- 1.1 Select and use software tools to compose and format email messages, including attachments
- 1.2 Explain methods to improve message transmission
- 1.3 Send email messages to individuals and groups
- 1.4 Explain why and how to stay safe and respect others when using email
- 1.5 Use an address book to manage contact information

The learner will:

- 2 Manage use of email software effectively

The learner can:

- 2.1 Develop and communicate guidelines and procedures for using email effectively
- 2.2 Read and respond appropriately to email messages and attachments
- 2.3 Use email software tools and techniques to automate responses
- 2.4 Explain why, how and when to archive messages
- 2.5 Organise, store and archive email messages effectively
- 2.6 Customise email software to make it easier to use
- 2.7 Explain how to minimise email problems
- 2.8 Respond appropriately to email problems

**Unit 74 Using the Internet (F/502/4298)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and set up an appropriate connection to access the Internet

The learner can:

- 1.1 Identify different types of connection method that can be used to access the Internet
- 1.2 Explain the benefits and drawbacks of different connection methods
- 1.3 Analyse the issues affecting different groups of users
- 1.4 Select and set up an Internet connection using an appropriate combination of hardware and software
- 1.5 Recommend a connection method for Internet access to meet identified needs
- 1.6 Diagnose and solve Internet connection problems

The learner will:

- 2 Set up and use browser software to navigate web pages

The learner can:

- 2.1 Select and use browser tools to navigate web pages effectively
- 2.2 Explain when to change browser settings to aid navigation
- 2.3 Adjust and monitor browser settings to maintain and improve performance
- 2.4 Explain when and how to improve browser performance
- 2.5 Customise browser software to make it easier to use

The learner will:

- 3 Use browser tools to search effectively and efficiently for information from the Internet

The learner can:

- 3.1 Select and use appropriate search techniques to locate information efficiently
- 3.2 Evaluate how well information meets requirements
- 3.3 Manage and use references to make it easier to find information another time
- 3.4 Download, organise and store different types of information from the Internet

**Unit 74 Using the Internet (F/502/4298) (cont'd)**

The learner will:

- 4 Use browser software to communicate information online

The learner can:

- 4.1 Identify and analyse opportunities to create, post or publish material to websites
  - 4.2 Select and use appropriate tools and techniques to communicate information online
  - 4.3 Share and submit information online using appropriate language and moderate content from others
- 

The learner will:

- 5 Develop and apply appropriate safety and security practices and procedures when working online

The learner can:

- 5.1 Explain the threats to system performance when working online
  - 5.2 Work responsibly and take appropriate safety and security precautions when working online
  - 5.3 Explain the threats to information security and integrity when working online
  - 5.4 Keep information secure and manage user access to online sources securely
  - 5.5 Explain the threats to user safety when working online
  - 5.6 Explain how to minimise Internet security risks
  - 5.7 Develop and promote laws, guidelines and procedures for safe and secure use of the Internet
-

**Unit 75 Desktop publishing software (H/502/4567)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Select and use appropriate designs and page layouts for publications

The learner can:

- 1.1 Explain what types of information are needed
- 1.2 Explain when and how to change page design and layout to increase effectiveness of a publication
- 1.3 Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant
- 1.4 Select and use appropriate media for the publication

The learner will:

- 2 Input and combine text and other information within publications

The learner can:

- 2.1 Find and input information into a publication so that it is ready for editing and formatting
- 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software
- 2.3 Provide guidance on how copyright constraints affect use of own and others' information
- 2.4 Explain which file format to use for saving designs and images
- 2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available

**Unit 75 Desktop publishing software (H/502/4567) (cont'd)**

The learner will:

- 3 Use desktop publishing software techniques to edit and format publications

The learner can:

- 3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication
  - 3.2 Create styles, colours and font schemes to meet needs
  - 3.3 Select and use appropriate techniques to edit publications and format text
  - 3.4 Manipulate images and graphic elements accurately
  - 3.5 Control text flow within single and multiple columns and pages
  - 3.6 Check publications meet needs, using IT tools and making corrections as necessary
  - 3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs
-

**Unit 76 Drawing and planning software (F/502/4611)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input, organise and combine information for drawings or plans

The learner can:

- 1.1 Identify what types of shapes and other elements will be needed
- 1.2 Evaluate templates and explain why and how they need to be changed to meet needs
- 1.3 Select, adapt, create and use the appropriate shapes to meet needs, including shapes imported from other sources
- 1.4 Select, adapt, define and create appropriate templates and styles to meet needs
- 1.5 Provide guidance on what copyright constraints apply to the use of own and others' shapes or other elements
- 1.6 Combine information for drawings or plans including exporting outcomes to other software
- 1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use tools and techniques to edit, manipulate, format and present drawings or plans

The learner can:

- 2.1 Explain what drafting guides to use so that the shapes and other elements are appropriately prepared
- 2.2 Select and use appropriate software tools to manipulate and edit shapes and other elements with precision
- 2.3 Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes
- 2.4 Check drawings or plans meet needs, using IT tools and making corrections as necessary
- 2.5 Identify and respond to quality problems with drawings or plans to make sure they are fit for purpose and meet needs
- 2.6 Explain what context the drawings and plans will be used in and how this will affect how they are presented
- 2.7 Select and use appropriate presentation methods and accepted page layouts



**Unit 77 Design software (A/502/4574)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for designs

The learner can:

- 1.1 Explain what designs are needed
- 1.2 Explain how the context affects the way designs should be prepared
- 1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' designs
- 1.4 Obtain, insert and prepare designs
- 1.5 Explain how file format affects design quality, format and size and how to choose appropriate formats for saving designs
- 1.6 Use appropriate techniques to organise and combine information of different types or from different sources
- 1.7 Store and retrieve files effectively, in line with guidelines and conventions where available

The learner will:

- 2 Use design software tools to create, manipulate and edit designs

The learner can:

- 2.1 Explain what technical factors affecting designs need to be taken into account and how to do so
- 2.2 Select and use suitable tools and techniques efficiently to create designs
- 2.3 Use guide lines and dimensioning tools appropriately to enhance precision
- 2.4 Select and use appropriate tools and techniques to manipulate and edit designs
- 2.5 Check designs meet needs, using IT tools and making corrections as necessary
- 2.6 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs

**Unit 78 Multimedia software (H/502/4617)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan the content and organisation of multimedia products to meet needs

The learner can:

- 1.1 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia outcomes
- 1.2 Plan the use of interactive features, transitions and effects to meet needs
- 1.3 Explain the type of multimedia outcome needed and the specification that it must meet
- 1.4 Develop the design layout for multimedia outcomes
- 1.5 Explain how the different elements of the content will relate and what elements of the content will be interactive
- 1.6 Summarise how copyright and other constraints affect use of own and others' information

The learner will:

- 2 Obtain, input and combine content to build multimedia outcomes

The learner can:

- 2.1 Select and use an appropriate combination of input device, software and input techniques to obtain and input the relevant content
- 2.2 Combine information of different types or from different sources for multimedia outcomes
- 2.3 Select and use appropriate software to write and compress multimedia files
- 2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available
- 2.5 Explain when and why to use different file formats and file compression for saving multimedia files

**Unit 78 Multimedia software (H/502/4617) (cont'd)**

The learner will:

- 3 Use tools and techniques to build and edit multimedia content

The learner can:

- 3.1 Select and use appropriate techniques to edit and format multimedia outcomes
  - 3.2 Manipulate images and graphic elements accurately
  - 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary
  - 3.4 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
- 

The learner will:

- 4 Play and present multimedia outcomes

The learner can:

- 4.1 Explain what combination of display device and software to use that will overcome any constraints there may be in displaying different multimedia file formats
  - 4.2 Select and use appropriate software to optimise the display of multimedia outcomes and maximise impact
  - 4.3 Select and adjust the display settings to exploit the features of the display device and optimise the quality of the presentation
-

**Unit 79 Spreadsheet software (J/502/4626)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use a spreadsheet to enter, edit and organise numerical and other data

The learner can:

- 1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
- 1.2 Enter and edit numerical and other data accurately
- 1.3 Combine and link data from different sources
- 1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Select and use appropriate formulas and data analysis tools and techniques to meet requirements

The learner can:

- 2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
- 2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements
- 2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements
- 2.4 Select and use forecasting tools and techniques

**Unit 79 Spreadsheet software (J/502/4626) (cont'd)**

The learner will:

- 3 Use tools and techniques to present, format and publish spreadsheet information

The learner can:

- 3.1 Explain how to present and format spreadsheet information effectively to meet needs
  - 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively
  - 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs
  - 3.4 Select and use appropriate page layout to present, print and publish spreadsheet information
  - 3.5 Explain how to find and sort out any errors in formulas
  - 3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary
  - 3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets
-

**Unit 80 Word processing software (Y/502/4629)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Enter and combine text and other information accurately within word processing documents

The learner can:

- 1.1 Summarise what types of information are needed for the document and how they should be linked or integrated
- 1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently
- 1.3 Create, use and modify appropriate templates for different types of document
- 1.4 Explain how to combine and merge information from other software or multiple documents
- 1.5 Combine and merge information within a document from a range of sources
- 1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available
- 1.7 Select and use tools and techniques to work with multiple documents or users
- 1.8 Customise interface to meet needs

The learner will:

- 2 Create and modify appropriate layouts, structures and styles for word processing documents

The learner can:

- 2.1 Analyse and explain the requirements for structure and style
- 2.2 Create, use and modify columns, tables and forms to organise information
- 2.3 Define and modify styles for document elements
- 2.4 Select and use tools and techniques to organise and structure long documents

**Unit 80 Word processing software (Y/502/4629) (cont'd)**

The learner will:

- 3 Use word processing software tools and techniques to format and present documents effectively to meet requirements

The learner can:

- 3.1 Explain how the information should be formatted to aid meaning
  - 3.2 Select and use appropriate techniques to format characters and paragraphs
  - 3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents
  - 3.4 Check documents meet needs, using IT tools and making corrections as necessary
  - 3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose
  - 3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose
-

**Unit 81 Website software (Y/502/4632)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create structures and styles and use them to produce websites

The learner can:

- 1.1 Determine what website content and layout will be needed for each page and for the site
- 1.2 Plan and create web page templates to layout content
- 1.3 Select and use website features and structures to enhance website navigation and functionality
- 1.4 Create, select and use styles to enhance website consistency and readability
- 1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites
- 1.6 Explain what access issues may need to be taken into account
- 1.7 Explain when and why to use different file types for saving content
- 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features

The learner can:

- 2.1 Prepare content for web pages so that it is ready for editing and formatting
- 2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software
- 2.3 Select and use appropriate editing and formatting techniques to aid meaning
- 2.4 Select and use appropriate programming and development techniques to add features and enhance websites
- 2.5 Select and use file formats that make information easier to download
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary



**Unit 81 Website software (Y/502/4632) (cont'd)**

The learner will:

- 3 Publish and test multiple page websites with multimedia and interactive features

The learner can:

- 3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned
  - 3.2 Identify any quality problems with websites and explain how to respond to them
  - 3.3 Select and use an appropriate program to upload and publish the website and make sure that it will download efficiently
  - 3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose
-

**Unit 82 Imaging software (R/502/4614)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Obtain, insert and combine information for images

The learner can:

- 1.1 Explain what images are needed
- 1.2 Explain how the context affects the way images should be prepared
- 1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images
- 1.4 Obtain, insert and prepare images
- 1.5 Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images
- 1.6 Use appropriate techniques to organise and combine information of different types or from different sources
- 1.7 Store and retrieve files effectively, in line with guidelines and conventions where available

The learner will:

- 2 Use imaging software tools to create, manipulate and edit images

The learner can:

- 2.1 Explain what technical factors affecting images need to be taken into account and how to do so
- 2.2 Select and use suitable tools and techniques efficiently to create images
- 2.3 Use guide lines and dimensioning tools appropriately to enhance precision
- 2.4 Select and use appropriate tools and techniques to manipulate and edit images
- 2.5 Check images meet needs, using IT tools and making corrections as necessary
- 2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs

**Unit 83 Project management software (H/502/4620)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Create and define a project

The learner can:

- 1.1 Explain the critical information about the project that must be included
- 1.2 Create, store and retrieve project management files in line with local guidelines where applicable
- 1.3 Define the project file properties and project options
- 1.4 Create master and sub-projects
- 1.5 Create links across projects and manage changes to linked tasks

The learner will:

- 2 Enter and edit information about project tasks and resources

The learner can:

- 2.1 Identify the critical tasks and milestones to be completed
- 2.2 Explain how to set up any deadlines and constraints which apply to the project
- 2.3 Enter and edit information about project tasks
- 2.4 Explain how to resolve issues of resource availability and utilisation
- 2.5 Enter and edit information about resources to be used in the project
- 2.6 Create and apply a task calendar for scheduling tasks
- 2.7 Identify and resolve any issues of resource allocation
- 2.8 Define and set up dependencies between tasks

**Unit 83 Project management software (H/502/4620) (cont'd)**

The learner will:

- 3 Update information about project progress

The learner can:

- 3.1 Explain the methods available to track project progress and review against plans
  - 3.2 Use editing and formatting techniques to update project elements
  - 3.3 Update task status in line with progress
  - 3.4 Update information about resources as required
  - 3.5 Compare actual progress with project baseline and reschedule uncompleted tasks
  - 3.6 Identify and assess the impact of risks and issues on the project
  - 3.7 Manage information on project risks and issues
- 

The learner will:

- 4 Select and use appropriate tools and techniques to display and report on project status

The learner can:

- 4.1 Create and customise project reports to meet needs
  - 4.2 Use filtering and formatting techniques to display project information to meet needs
  - 4.3 Share project information with other applications
-

**Unit 84 Video software (T/502/4394)**

<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Use video hardware and software to capture sequences

The learner can:

- 1.1 Determine the content needed for sequences, and when to originate it
- 1.2 Explain any compatibility issues between combinations of input device and video software
- 1.3 Select and use an appropriate combination of input device and video software to optimise the recording of information
- 1.4 Select and use an appropriate combination of hardware and software to originate and develop new content for sequences
- 1.5 Analyse and explain the impact file size and file format will have, including when to use information coding and compression
- 1.6 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

The learner will:

- 2 Use video software tools and techniques to edit sequences

The learner can:

- 2.1 Select and use appropriate video software tools and techniques to mark up and edit sequences to achieve required effects
- 2.2 Provide guidance on how copyright constraints affect use of own and others' information
- 2.3 Organise, combine and link information for sequences in line with any copyright constraints, including across different software

**Unit 84 Video software (T/502/4394) (cont'd)**

The learner will:

- 3 Play and present video sequences

The learner can:

- 3.1 Explain the features and constraints of playback software and display devices as appropriate for different purposes
  - 3.2 Select and use an appropriate combination of video playback software and display device to suit the file format
  - 3.3 Present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs
  - 3.4 Evaluate the quality of sequences and explain how to respond to quality issues and problems
-

**Unit 85 Presentation software (T/502/4623)**

<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Input and combine text and other information within presentation slides

The learner can:

- 1.1 Explain what types of information are required for the presentation
- 1.2 Enter text and other information using layouts appropriate to type of information
- 1.3 Insert charts and tables and link to source data
- 1.4 Insert images, video or sound to enhance the presentation
- 1.5 Identify any constraints which may affect the presentation
- 1.6 Organise and combine information for presentations in line with any constraints
- 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Use presentation software tools to structure, edit and format presentations

The learner can:

- 2.1 Explain when and how to use and change slide structure and themes to enhance presentations
- 2.2 Create, amend and use appropriate templates and themes for slides
- 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact
- 2.4 Select and use appropriate techniques to edit and format presentations to meet needs
- 2.5 Create and use interactive elements to enhance presentations
- 2.6 Select and use animation and transition techniques appropriately to enhance presentations

**Unit 85 Presentation software (T/502/4623) (cont'd)**

The learner will:

- 3 Prepare interactive slideshow for presentation

The learner can:

- 3.1 Explain how to present slides to communicate effectively for different contexts
  - 3.2 Prepare interactive slideshow and associated products for presentation
  - 3.3 Check presentation meets needs, using IT tools and making corrections as necessary
  - 3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them
  - 3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose
-



**Unit 86 Improving productivity using IT (L/502/4157)**

<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Plan, select and use appropriate IT systems and software for different purposes

The learner can:

- 1.1 Explain the purpose for using IT
- 1.2 Analyse the methods, skills and resources required to complete the task successfully
- 1.3 Analyse any factors that may affect the task
- 1.4 Critically compare alternative methods to produce the intended outcome
- 1.5 Develop plans for using IT for different tasks and purposes, including contingencies
- 1.6 Select and use appropriate IT systems and software applications to produce effective outcomes
- 1.7 Explain why different software applications could be chosen to suit different tasks, purposes and outcomes
- 1.8 Explain any legal or local guidelines or constraints which apply to the task or activity

The learner will:

- 2 Evaluate the selection and use of IT tools to make sure that activities are successful

The learner can:

- 2.1 Critically compare the strengths and weaknesses of own and other people's final work
- 2.2 Review ongoing use of IT tools and techniques and change the approach as needed
- 2.3 Evaluate and test solutions to make sure they match requirements and are fit for purpose
- 2.4 Be prepared to give feedback on other people's selection and use of IT tools
- 2.5 Explain different ways to make further improvements to work

The learner will:

- 3 Devise solutions to improve the use of IT tools and systems for self and others

The learner can:

- 3.1 Evaluate the productivity and efficiency of IT systems and procedures used by self and others
- 3.2 Research and advise on ways to improve productivity and efficiency
- 3.3 Develop solutions that make a demonstrable improvement to the use of IT tools and systems
- 3.4 Test solutions to make sure that they work as intended
- 3.5 Recommend improvements to IT systems and procedures that increase productivity

# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification must be assessed in line with the Tech Partnership (formerly e-skills UK) ITQ Assessment Strategy.

The NCFE Level 2 Diploma in IT User Skills is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner and against the achievement descriptors for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' on the NCFE website.

Please refer to the ITQ Assessment Strategy for further information. This can be found on the Qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

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## Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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### **Quality assurance**

#### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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#### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

# Section 4

## Explanation of terms

### Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points ...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.



<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***