Pearson
BTEC Entry Level 3 Award for IT Users (ITQ)

Pearson
BTEC Entry Level 3 Certificate for IT Users (ITQ)

Pearson
BTEC Level 1 Award for IT Users (ITQ)

Pearson
BTEC Level 1 Certificate for IT Users (ITQ)

Pearson
BTEC Level 1 Extended Certificate for IT Users (ITQ)

Specification

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Issue 4

Pearson Education Limited is one of the largest awarding organisations in the United Kingdom. Pearson is recognised and regulated by Ofqual and the Scottish Qualifications Authority (SQA) to offer accredited qualifications to employers, private training providers, colleges, schools and other places of learning both in the United Kingdom and internationally.

The qualifications offered include National Vocational Qualifications/Competency-based qualifications, Scottish Vocational Qualifications, and other qualifications that attest to competence in the workplace, the suite of BTEC vocationally related qualifications, ranging from Entry Level to Higher National Diplomas, GCSE, GCE AS and GCE A levels. Working in partnership with universities, Pearson Education Limited has Degree awarding powers.

Pearson Education Limited is committed to supporting work-based learning through its BTEC Apprenticeship and Employability Frameworks and our suite of vocational qualifications.

These qualifications were previously entitled:

Pearson BTEC Entry Level 3 Award for IT Users (ITQ) (QCF)

Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ) (QCF)

Pearson BTEC Level 1 Award for IT Users (ITQ) (QCF)

Pearson BTEC Level 1 Certificate for IT Users (ITQ) (QCF)

Pearson BTEC Level 1 Extended Certificate for IT Users (ITQ) (QCF)

Pearson BTEC Level 1 Diploma for IT Users (ITQ) (QCF)

The QNs remain unchanged.

This specification is Issue 4. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: **qualifications.pearson.com**

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

Summary of Pearson BTEC Entry Level 3 Award for IT Users (ITQ)specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 8
Definition of sizes of qualifications aligned to TQT	Pages 9-12
TQT value added	Pages 9-12
QCF references removed from unit titles and unit levels in all units	All units

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson BTEC Entry Level 3 Award and Certificate, and Level 1 Award, Certificate and Diploma for IT Users (ITQ):

Qualification title	Qualification Number (QN)
Pearson BTEC Entry Level 3 Award for IT Users (ITQ)	500/6570/1
Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ)	500/6571/3
Pearson BTEC Level 1 Award for IT Users (ITQ)	500/6705/9
Pearson BTEC Level 1 Certificate for IT Users (ITQ)	500/6568/3
Pearson BTEC Level 1 Extended Certificate for IT Users (ITQ)	601/1559/2
Pearson BTEC Level 1 Diploma for IT Users (ITQ)	500/6569/5

These qualifications have been accredited within the Regulated Qualifications Framework (RQF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application (LARA), where relevant.

You should use the Qualifications Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from Edexcel:

Qualification title	Qualification Number (QN)	Accreditation end date
Edexcel Level 1 NVQ for IT Users	100/4216/7	31/07/2007

Welcome to the Pearson BTEC Entry Level 3 Award and Certificate, and Level 1 Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ)

We are delighted to introduce our new qualifications, available for teaching from September 2010. These qualifications have been revised and conform with the requirements of the Regulated Qualifications Framework.

Focusing on the Pearson BTEC Entry Level 3 Award and Certificate, and Level 1 Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ)

The Pearson BTEC Entry Level 3 Award and Certificate, and Level 1 Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ) is a nationally recognised programme designed by employers to meet the needs of today's businesses.

The suite of ITQ qualifications allow individuals to acquire IT skills that will help them work effectively and productively in their employment. There is a wide choice of units to choose from, including office-based applications, IT security, and IT maintenance. In addition, there are multimedia-based applications, including video software and audio software, which also complement the ITQ suite.

The ITQ offers a flexible route to achieve the skills needed for work. It is a tailored programme that can meet individual needs.

Any work experience and any previous qualifications also count towards an ITQ.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case, e-Skills UK SSC. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how these qualifications compare with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

What are Pearson BTEC Entry Level 3 and Level 1 qualifications?

BTEC qualifications are qualifications at Entry Level to Level 3 in the Regulated Qualifications Framework and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

Pearson BTEC qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a Pearson BTEC qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Pearson BTEC Entry Level 3 Award

The Pearson BTEC Entry Level 3 Award offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

Pearson BTEC Entry Level 3 Certificate

The Pearson BTEC Entry Level 3 Certificate extends the work-related focus from the Pearson BTEC Entry Level 3 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Pearson BTEC Level 1 Award

The Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 1 Certificate

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 1 Diploma

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Pearson BTEC Level 1 Extended Certificate

The 25-credit Pearson BTEC Level 1 Extended Certificate extends the work-related focus from the Pearson BTEC Level 1 Certificate and covers some of the knowledge and practical skills required for a particular vocational sector.

National Occupational Standards

Where relevant, Pearson BTEC Entry Level 3 and Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Entry Level 3 and Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Entry Level 3 Award and Certificate and Level 1 Award/Certificate, Extended Certificate/Diploma for IT Users (ITQ) relate to the following NOS:

● IT Users.

Key features of the Pearson BTEC Entry Level 3 Award and Certificate, Extended Certificate and Level 1 Award, Certificate and Diploma for IT Users (ITQ)

These qualifications:

- are nationally recognised
- are based on the National Occupational Standards (NOS) for IT Users. The NOS, assessment requirements/strategy and qualification structure(s) are owned by e-skills UK

Pearson BTEC Entry Level 3 Award and Certificate and Level 1 Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ) have been approved as components required for the IT User Apprenticeship framework.

What is the purpose of these qualifications?

The purpose of these qualifications is to develop and recognise learners' IT skills and knowledge and enable them to use IT effectively in their daily lives.

These qualifications are designed to prepare learners for employment in the IT sector and they are suitable for those who have decided that they wish to enter a specific area of work within the IT industry.

These qualifications have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- gain a nationally recognised vocationally specific qualification to enter employment in the IT sector or to progress to further education vocational qualifications such as the Pearson BTEC Level 2 Award, Certificate, Extended Certificate or Diploma for IT Users (ITQ) qualifications
- develop functional skills and personal learning and thinking skills essential for successful performance in working life.

Who are these qualifications for?

These qualifications are for all learners aged 14 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications are designed to enhance learner's work and life skills in a range of vocational context. They are appropriate for a diverse range of learners including:

- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

What are the potential job roles for those working towards these qualifications?

These qualifications are suitable for anyone who needs to use IT in their daily lives.

What progression opportunities are available to learners who achieve these qualifications?

The intended destinations for learners successfully achieving these qualifications include:

- Pearson BTEC Level 2 Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ)
- GCSEs and/or A-levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

These qualifications also allow for progression to an existing portfolio of Pearson IT qualifications.

Further information is available in *Annexe A*.

Sector Specific Unit (SSU)

The diversity of application and use of ICT can be reflected by the inclusion of the Sector Specific Unit (SSU) within the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma.

The SSU may only contribute a **limited number of credit points** (for a Level 1 Certificate, Extended Certificate or Diploma the maximum is 3 credits; for a Level 2 Certificate, Extended Certificate or Diploma the maximum is 4 credits; for a Level 3 Certificate, Extended Certificate or Diploma the maximum is 5 credits).

The Sector Specific Unit may be:

- an accredited unit from another sector
- a Level 1 or Level 2 unit in Functional Skills English or Functional Skills Mathematics.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the RQF have a set of rules of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Pearson BTEC Entry Level 3 qualifications

When combining units for a Pearson BTEC Entry Level 3 Award and Certificate for IT Users, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Entry Level 3 Award for IT Users (ITQ)

1   Qualification TQT 60 hours. Qualification credit value: a minimum of 6 credits.
2   Minimum credit to be achieved at the level of the qualification: 4 credits.
3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ)

1   Qualification TQT 130 hours. Qualification credit value: a minimum of 13 credits.
2   Minimum credit to be achieved at the level of the qualification: 7 credits.
3   All credits must be achieved from the units listed in this specification.

Rules of combination for the Pearson BTEC Level 1 qualifications

When combining units for a Pearson BTEC Level 1 Award, Certificate, Extended Certificate and Diploma for IT Users, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award for IT Users (ITQ)

1   Qualification TQT 90 hours. Qualification credit value: a minimum of 9 credits.
2   Minimum credit to be achieved at the level of the qualification: 6 credits.
3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Certificate for IT Users (ITQ)

1   Qualification TQT 130 hours. Qualification credit value: a minimum of 13 credits

2   Minimum credit to be achieved at the level of the qualification: 8 credits

3   All credits must be achieved from the units listed in this specification

4   *Unit 101: Improving Productivity Using IT* is mandatory for the Level 1 Certificate. This unit must be completed to achieve this qualification. It is anticipated that this unit is delivered towards the end of the qualification as learners are likely to gain the skills necessary to pass it through achievement of other units.

5   The Sector Specific Unit (SSU) is optional and may be at any level, from entry level 3 to level 2. However, the maximum credit given for any SSU included in this qualification is: 3 credits.

Pearson BTEC Level 1 Extended Certificate for IT Users (ITQ)

1   Qualification TQT 250 hours. Qualification credit value: a minimum of 25 credits.

2   Minimum credit to be achieved at the level of the qualification: 17 credits.

3   All credits must be achieved from the units listed in this specification.

4   *Unit 101: Improving Productivity Using IT* is mandatory for the Level 1 Extended Certificate. This unit must be completed to achieve this qualification. It is anticipated that this unit is delivered towards the end of the qualification as learners are likely to gain the skills necessary to pass it through achievement of other units.

5   The SSU is optional and may be at any level, from entry level 3 to level 2. However, the maximum credit given for any SSU included in this qualification is: 3 credits.

Pearson BTEC Level 1 Diploma for IT Users (ITQ)

1   Qualification TQT 370 hours. Qualification credit value: a minimum of 37 credits

2   Minimum credit to be achieved at the level of the qualification: 20 credits

3   All credits must be achieved from the units listed in this specification

4   *Unit 101: Improving Productivity Using IT* is mandatory for the Level 1 Certificate. This unit must be completed to achieve this qualification. It is anticipated that this unit is delivered towards the end of the qualification as learners are likely to gain the skills necessary to pass it through achievement of other units.

5   The Sector Specific Unit (SSU) is optional and may be at any level, from entry level 3 to level 2. However, the maximum credit given for any SSU included in this qualification is: 3 credits.

Entry Level 3 Award

What is the qualification structure for the Pearson BTEC Entry Level 3 Award for IT Users (ITQ)?

The Pearson BTEC Entry Level 3 Award for IT Users (ITQ) is a 6-credit and 45–55 guided learning hour (GLH) qualification consisting of optional units.

At least 4 credits must be at Entry Level 3.

Individual units can be found in the *Units* section.

Pearson BTEC Entry Level 3 Award for IT Users (ITQ)			

Optional Groups: A1(Entry Level 3 Units) and A2 (Level 1 Units)			
Learners must complete a minimum of 6 credits from these groups with a minimum of 4 credits from A1			

Unit	Optional Group A1(Entry Level 3 Units) Learners must complete a minimum of 4 credits from this group.	Credit	Entry Level
E02	IT User Fundamentals *	2	3
E07	Using the Internet *	1	3
E08	Using Mobile IT Devices *	1	3
E09	Using Email *	1	3
E23	Desktop Publishing Software *	2	3
E25	Presentation Software *	2	3
E27	Spreadsheet Software *	2	3
E29	Word Processing Software *	2	3
E30	Design and Imaging Software *	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A2 (Level 1 Units) Learners may complete the remaining credits from this group.	Credit	Level
101	Improving Productivity Using IT	3	1
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1
107	Using the Internet	3	1

Unit	Optional Group A2 (Level 1 Units) Learners may complete the remaining credits from this group.	Credit	Level
108	Using Mobile IT Devices	2	1
109	Using Email	2	1
110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following **E02** IT User Fundamentals **102** IT User Fundamentals
Using the Internet — Learners may select only ONE of the following **E07** Using the Internet **107** Using the Internet
Using Mobile IT Devices — Learners may select only ONE of the following **E08** Using Mobile IT Devices **108** Using Mobile IT Devices
Using Email — Learners may select only ONE of the following **E09** Using Email **109** Using Email
Desktop Publishing Software — Learners may select only ONE of the following **E23** Desktop Publishing Software **123** Desktop Publishing Software
Presentation Software — Learners may select only ONE of the following **E25** Presentation Software **125** Presentation Software
Spreadsheet Software — Learners may select only ONE of the following **E27** Spreadsheet Software **127** Spreadsheet Software
Word Processing Software — Learners may select only ONE of the following **E29** Word Processing Software **129** Word Processing Software
Design and Imaging Software — Learners may select only ONE of the following **E30** Design and Imaging Software **120** Design Software **121** Imaging Software

Entry Level 3 Certificate

What is the qualification structure for the Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ)?

The Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ) is a 13-credit and 95–110 guided learning hour (GLH) qualification consisting of optional units.

At least 7 credits must be at Entry Level 3.

Individual units can be found in the *Units* section.

Pearson BTEC Entry Level 3 Certificate for IT Users (ITQ)			

Optional Groups: A1(Entry Level 3 Units) and A2 (Level 1 Units) Learners must complete a minimum of 13 credits from these groups with a minimum of 7 credits from A1.			

Unit	Optional Group A1(Entry Level 3 Units) Learners must complete a minimum of 7 credits from this group.	Credit	Entry Level
E02	IT User Fundamentals *	2	3
E07	Using the Internet *	1	3
E08	Using Mobile IT Devices *	1	3
E09	Using Email *	1	3
E23	Desktop Publishing Software *	2	3
E25	Presentation Software *	2	3
E27	Spreadsheet Software *	2	3
E29	Word Processing Software *	2	3
E30	Design and Imaging Software *	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A2 (Level 1 Units) Learners may complete the remaining credits from this group.	Credit	Level
101	Improving Productivity Using IT	3	1
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1

Unit	Optional Group A2 (Level 1 Units)	Credit	Level
	Learners may complete the remaining credits from this group.		
107	Using the Internet	3	1
108	Using Mobile IT Devices	2	1
109	Using Email	2	1
110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following
E02 IT User Fundamentals
102 IT User Fundamentals

Using the Internet — Learners may select only ONE of the following
E07 Using the Internet
107 Using the Internet

Using Mobile IT Devices — Learners may select only ONE of the following
E08 Using Mobile IT Devices
108 Using Mobile IT Devices

Using Email — Learners may select only ONE of the following
E09 Using Email
109 Using Email

Desktop Publishing Software — Learners may select only ONE of the following
E23 Desktop Publishing Software
123 Desktop Publishing Software

Presentation Software — Learners may select only ONE of the following
E25 Presentation Software
125 Presentation Software

Spreadsheet Software — Learners may select only ONE of the following
E27 Spreadsheet Software
127 Spreadsheet Software

Word Processing Software — Learners may select only ONE of the following
E29 Word Processing Software
129 Word Processing Software

Design and Imaging Software — Learners may select only ONE of the following
E30 Design and Imaging Software
120 Design Software
121 Imaging Software

Level 1 Award

What is the qualification structure for the Pearson BTEC Level 1 Award for IT Users (ITQ)?

The Pearson BTEC Level 1 Award for IT Users (ITQ) is a 9-credit and 60–75 guided learning hour (GLH) qualification consisting of optional units.

At least 6 credits must be at Level 1.

Individual units can be found in the *Units* section.

Pearson BTEC Level 1 Award for IT Users (ITQ)
Optional Groups: A1(Level 1 Units), A2 (Entry Level 3 Units), A3 (Level 2 Units) and A4 (Level 3 Units) **Learners must complete a minimum of 9 credits from these groups with a minimum of 6 credits from A1.**

Unit	Optional Group A1(Level 1 Units) Learners must complete a minimum of 6 credits from this group.	Credit	Level
101	Improving Productivity Using IT	3	1
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1
107	Using the Internet	3	1
108	Using Mobile IT Devices	2	1
109	Using Email	2	1
110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1

Unit	Optional Group A1(Level 1 Units) Learners must complete a minimum of 6 credits from this group.	Credit	Level
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

Unit	Optional Group A2 (Entry Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Entry Level
E02	IT User Fundamentals	2	3
E07	Using the Internet	1	3
E08	Using Mobile IT Devices	1	3
E09	Using Email	1	3
E23	Desktop Publishing Software	2	3
E25	Presentation Software	2	3
E27	Spreadsheet Software	2	3
E29	Word Processing Software	2	3
E30	Design and Imaging Software	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A3 (Level 2 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
202	IT User Fundamentals	3	2
205	IT Security for Users	2	2
207	Using the Internet	4	2
209	Using Email	3	2
212	IT Software Fundamentals	3	2
213	Audio Software	3	2
214	Video Software	3	2
215	Bespoke Software	3	2
216	Specialist Software	3	2
218	Database Software	4	2
220	Design Software	4	2
221	Imaging Software	4	2
223	Desktop Publishing Software	4	2
224	Multimedia Software	4	2
225	Presentation Software	4	2
227	Spreadsheet Software	4	2
228	Website Software	4	2
229	Word Processing Software	4	2

Unit	Optional Group A4 (Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
318	Database Software	6	3
325	Presentation Software	6	3
327	Spreadsheet Software	6	3
329	Word Processing Software	6	3

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following
E02 IT User Fundamentals
102 IT User Fundamentals
202 IT User Fundamentals
Using the Internet — Learners may select only ONE of the following
E07 Using the Internet
107 Using the Internet
207 Using the Internet
Using Mobile IT Devices — Learners may select only ONE of the following
E08 Using Mobile IT Devices
108 Using Mobile IT Devices
Using Email — Learners may select only ONE of the following
E09 Using Email
109 Using Email
209 Using Email
Desktop Publishing Software — Learners may select only ONE of the following
E23 Desktop Publishing Software
123 Desktop Publishing Software
223 Desktop Publishing Software
Presentation Software — Learners may select only ONE of the following
E25 Presentation Software
125 Presentation Software
225 Presentation Software
325 Presentation Software
Spreadsheet Software — Learners may select only ONE of the following
E27 Spreadsheet Software
127 Spreadsheet Software
227 Spreadsheet Software
327 Spreadsheet Software
Word Processing Software — Learners may select only ONE of the following
E29 Word Processing Software
129 Word Processing Software
229 Word Processing Software
329 Word Processing Software

Design and Imaging Software — Learners may select only ONE of the following
E30 Design and Imaging Software
120 Design Software
220 Design Software
121 Imaging Software
221 Imaging Software

IT Security for Users — Learners may select only ONE of the following
105 IT Security for Users
205 IT Security for Users

IT Software Fundamentals — Learners may select only ONE of the following
112 IT Software Fundamentals
212 IT Software Fundamentals

Audio Software — Learners may select only ONE of the following
113 Audio Software
213 Audio Software

Video Software — Learners may select only ONE of the following
114 Video Software
214 Video Software

Bespoke Software — Learners may select only ONE of the following
115 Bespoke Software
215 Bespoke Software

Specialist Software — Learners may select only ONE of the following
116 Specialist Software
216 Specialist Software

Database Software — Learners may select only ONE of the following
118 Database Software
218 Database Software
318 Database Software

Multimedia Software — Learners may select only ONE of the following
124 Multimedia Software
224 Multimedia Software

Website Software — Learners may select only ONE of the following
128 Website Software
228 Website Software

Level 1
Certificate

What is the qualification structure for the Pearson BTEC Level 1 Certificate for IT Users (ITQ)?

The Pearson BTEC Level 1 Certificate for IT Users (ITQ) is a 13-credit and 90–100 guided learning hour (GLH) qualification that consists of one mandatory unit (Unit 101, Improving Productivity Using IT), plus optional units.

At least 8 credits (including those from the mandatory unit) must be at Level 1.

A sector specific unit (SSU) may be taken at entry level 3, level 1, or level 2. The sector specific unit will have a maximum value of 3 credits.

Pearson BTEC Level 1 Certificate for IT Users (ITQ)		

Mandatory unit		
Credit value required: minimum 3		

Unit		Credit	Level
101	Improving Productivity Using IT	3	1

Optional Groups: A1(Level 1 Units), A2(Entry Level 3 Units), A3 (Level 2 Units), A4 (Level 3 Units) and SSU(Sector Specific Unit Group)			
Learners must complete a minimum of 10 credits from these groups.			
A minimum of 5 credits must be taken from A1.			
The remaining credits may be taken from A1, A2, A3, A4 and SSU (maximum of 3 credits only).			
Unit	**Optional Group A1(Level 1 Units)** **Learners must complete a minimum of 5 credits from this group.** **Some or all of the remaining credits may also be taken from this group.**	Credit	Level
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1
107	Using the Internet	3	1
108	Using Mobile IT Devices	2	1
109	Using Email	2	1

Unit	Optional Group A1(Level 1 Units) **Learners must complete a minimum of 5 credits from this group.** **Some or all of the remaining credits may also be taken from this group.**	Credit	Level
110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

Unit	Optional Group A2 (Entry Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Entry Level
E02	IT User Fundamentals	2	3
E07	Using the Internet	1	3
E08	Using Mobile IT Devices	1	3
E09	Using Email	1	3
E23	Desktop Publishing Software	2	3
E25	Presentation Software	2	3
E27	Spreadsheet Software	2	3
E29	Word Processing Software	2	3
E30	Design and Imaging Software	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A3 (Level 2 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
202	IT User Fundamentals	3	2
205	IT Security for Users	2	2
207	Using the Internet	4	2
209	Using Email	3	2
212	IT Software Fundamentals	3	2
213	Audio Software	3	2
214	Video Software	3	2
215	Bespoke Software	3	2
216	Specialist Software	3	2
218	Database Software	4	2
220	Design Software	4	2
221	Imaging Software	4	2
223	Desktop Publishing Software	4	2
224	Multimedia Software	4	2
225	Presentation Software	4	2
227	Spreadsheet Software	4	2
228	Website Software	4	2
229	Word Processing Software	4	2

Unit	Optional Group A4 (Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
318	Database Software	6	3
325	Presentation Software	6	3
327	Spreadsheet Software	6	3
329	Word Processing Software	6	3

Sector Specific Unit Group (SSU)

Learners may complete a maximum of 3 credits from this group.

Unit		Credit	Level
XXX	Sector Specific Unit	3	EL3 or 1 or 2

What is the qualification structure for the Pearson BTEC Level 1 Extended Certificate for IT Users (ITQ)?

The Pearson BTEC Level 1 Extended Certificate for IT Users (ITQ) is a 25-credit and 165–195 guided learning hour (GLH) qualification that consists of one mandatory unit (Unit 101, Improving Productivity Using IT), plus optional units.

At least 20 credits (including those from the mandatory unit) must be at Level 1.

A sector specific unit (SSU) may be taken at entry level 3, level 1, or level 2. The sector specific unit will have a maximum value of 3 credits.

Individual units can be found in the *Units* section.

Pearson BTEC Level 1 Certificate for IT Users (ITQ)		

Mandatory unit **Credit value required: minimum 3**		

Unit		Credit	Level
101	Improving Productivity Using IT	3	1

Optional Groups: A1(Level 1 Units), A2(Entry Level 3 Units), A3 (Level 2 Units), A4 (Level 3 Units) and SSU(Sector Specific Unit Group) **Learners must complete a minimum of 22 credits from these groups.** **A minimum of 17 credits must be taken from A1.** **The remaining credits may be taken from A1, A2, A3, A4 and SSU (maximum of 3 credits only).**			
Unit	**Optional Group A1(Level 1 Units)** **Learners must complete a minimum of 17 credits from this group.** **Some or all of the remaining credits may also be taken from this group.**	**Credit**	**Level**
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1
107	Using the Internet	3	1
108	Using Mobile IT Devices	2	1
109	Using Email	2	1

110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

Unit	Optional Group A2 (Entry Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Entry Level
E02	IT User Fundamentals	2	3
E07	Using the Internet	1	3
E08	Using Mobile IT Devices	1	3
E09	Using Email	1	3
E23	Desktop Publishing Software	2	3
E25	Presentation Software	2	3
E27	Spreadsheet Software	2	3
E29	Word Processing Software	2	3
E30	Design and Imaging Software	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A3 (Level 2 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
202	IT User Fundamentals	3	2
205	IT Security for Users	2	2
207	Using the Internet	4	2
209	Using Email	3	2
212	IT Software Fundamentals	3	2
213	Audio Software	3	2
214	Video Software	3	2
215	Bespoke Software	3	2
216	Specialist Software	3	2
218	Database Software	4	2
220	Design Software	4	2
221	Imaging Software	4	2
223	Desktop Publishing Software	4	2
224	Multimedia Software	4	2
225	Presentation Software	4	2
227	Spreadsheet Software	4	2
228	Website Software	4	2
229	Word Processing Software	4	2

Unit	Optional Group A4 (Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
318	Database Software	6	3
325	Presentation Software	6	3
327	Spreadsheet Software	6	3
329	Word Processing Software	6	3

Sector Specific Unit Group (SSU) Learners may complete a maximum of 3 credits from this group.		

Unit		Credit	Level
XXX	Sector Specific Unit	3	EL3 or 1 or 2

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following
E02 IT User Fundamentals
102 IT User Fundamentals
202 IT User Fundamentals
Using the Internet — Learners may select only ONE of the following
E07 Using the Internet
107 Using the Internet
207 Using the Internet
Using Mobile IT Devices — Learners may select only ONE of the following
E08 Using Mobile IT Devices
108 Using Mobile IT Devices
Using Email — Learners may select only ONE of the following
E09 Using Email
109 Using Email
209 Using Email
Desktop Publishing Software — Learners may select only ONE of the following
E23 Desktop Publishing Software
123 Desktop Publishing Software
223 Desktop Publishing Software
Presentation Software — Learners may select only ONE of the following
E25 Presentation Software
125 Presentation Software
225 Presentation Software
325 Presentation Software
Spreadsheet Software — Learners may select only ONE of the following
E27 Spreadsheet Software
127 Spreadsheet Software
227 Spreadsheet Software
327 Spreadsheet Software
Word Processing Software — Learners may select only ONE of the following
E29 Word Processing Software
129 Word Processing Software
229 Word Processing Software
329 Word Processing Software

Design and Imaging Software — Learners may select only ONE of the following
E30 Design and Imaging Software
120 Design Software
220 Design Software
121 Imaging Software
221 Imaging Software

IT Security for Users — Learners may select only ONE of the following
105 IT Security for Users
205 IT Security for Users

IT Software Fundamentals — Learners may select only ONE of the following
112 IT Software Fundamentals
212 IT Software Fundamentals

Audio Software — Learners may select only ONE of the following
113 Audio Software
213 Audio Software

Video Software — Learners may select only ONE of the following
114 Video Software
214 Video Software

Bespoke Software — Learners may select only ONE of the following
115 Bespoke Software
215 Bespoke Software

Specialist Software — Learners may select only ONE of the following
116 Specialist Software
216 Specialist Software

Database Software — Learners may select only ONE of the following
118 Database Software
218 Database Software
318 Database Software

Multimedia Software — Learners may select only ONE of the following
124 Multimedia Software
224 Multimedia Software

Website Software — Learners may select only ONE of the following
128 Website Software
228 Website Software

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following **E02** IT User Fundamentals **102** IT User Fundamentals **202** IT User Fundamentals
Using the Internet — Learners may select only ONE of the following **E07** Using the Internet **107** Using the Internet **207** Using the Internet
Using Mobile IT Devices — Learners may select only ONE of the following **E08** Using Mobile IT Devices **108** Using Mobile IT Devices
Using Email — Learners may select only ONE of the following **E09** Using Email **109** Using Email **209** Using Email
Desktop Publishing Software — Learners may select only ONE of the following **E23** Desktop Publishing Software **123** Desktop Publishing Software **223** Desktop Publishing Software
Presentation Software — Learners may select only ONE of the following **E25** Presentation Software **125** Presentation Software **225** Presentation Software **325** Presentation Software
Spreadsheet Software — Learners may select only ONE of the following **E27** Spreadsheet Software **127** Spreadsheet Software **227** Spreadsheet Software **327** Spreadsheet Software
Word Processing Software — Learners may select only ONE of the following **E29** Word Processing Software **129** Word Processing Software **229** Word Processing Software **329** Word Processing Software

Design and Imaging Software — Learners may select only ONE of the following
E30 Design and Imaging Software
120 Design Software
220 Design Software
121 Imaging Software
221 Imaging Software

IT Security for Users — Learners may select only ONE of the following
105 IT Security for Users
205 IT Security for Users

IT Software Fundamentals — Learners may select only ONE of the following
112 IT Software Fundamentals
212 IT Software Fundamentals

Audio Software — Learners may select only ONE of the following
113 Audio Software
213 Audio Software

Video Software — Learners may select only ONE of the following
114 Video Software
214 Video Software

Bespoke Software — Learners may select only ONE of the following
115 Bespoke Software
215 Bespoke Software

Specialist Software — Learners may select only ONE of the following
116 Specialist Software
216 Specialist Software

Database Software — Learners may select only ONE of the following
118 Database Software
218 Database Software
318 Database Software

Multimedia Software — Learners may select only ONE of the following
124 Multimedia Software
224 Multimedia Software

Website Software — Learners may select only ONE of the following
128 Website Software
228 Website Software

Level 1
Diploma

What is the qualification structure for the Pearson BTEC Level 1 Diploma for IT Users (ITQ)?

The Pearson BTEC Level 1 Diploma for IT Users (ITQ) is a 37-credit and 250-290 guided learning hour (GLH) qualification that consists of one mandatory unit (*Unit 101: Improving Productivity Using IT*), plus optional units.

At least 20 credits (including those from the mandatory unit) must be at Level 1.

A sector specific unit (SSU) may be taken at entry level 3, level 1, or level 2. The sector specific unit will have a maximum value of 3 credits.

Individual units can be found in the *Units* section.

Pearson BTEC Level 1 Diploma for IT Users (ITQ)		

Mandatory unit Credit value required: minimum 3		

Unit		Credit	Level
101	Improving Productivity Using IT	3	1

Optional Groups: A1(Level 1 Units), A2(Entry Level 3 Units), A3(Level 2 Units), A4(Level 3 Units) and SSU(Sector Specific Unit Group) Learners must complete a minimum of 34 credits from these groups. A minimum of 17 credits must be taken from A1. The remaining credits may be taken from A1, A2, A3, A4 and SSU (maximum of 3 credits only).		

Unit	Optional Group A1(Level 1 Units) Learners must complete a minimum of 17 credits from this group. Some or all of the remaining credits may also be taken from this group.	Credit	Level
102	IT User Fundamentals	3	1
103	Set Up an IT System	3	1
104	Optimise IT System Performance	2	1
105	IT Security for Users	1	1
106	IT Communication Fundamentals	2	1
107	Using the Internet	3	1
108	Using Mobile IT Devices	2	1

Unit	Optional Group A1(Level 1 Units) Learners must complete a minimum of 17 credits from this group. Some or all of the remaining credits may also be taken from this group.	Credit	Level
109	Using Email	2	1
110	Personal Information Management Software	2	1
111	Using Collaborative Technologies	3	1
112	IT Software Fundamentals	3	1
113	Audio Software	2	1
114	Video Software	2	1
115	Bespoke Software	2	1
116	Specialist Software	2	1
117	Computerised Accounting Software	2	1
118	Database Software	3	1
119	Data Management Software	2	1
120	Design Software	3	1
121	Imaging Software	3	1
122	Drawing and Planning Software	2	1
123	Desktop Publishing Software	3	1
124	Multimedia Software	3	1
125	Presentation Software	3	1
126	Project Management Software	3	1
127	Spreadsheet Software	3	1
128	Website Software	3	1
129	Word Processing Software	3	1
130	Internet Safety for IT Users	3	1
131	Using a Keyboard	1	1

Unit	Optional Group A2 (Entry Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Entry Level
E02	IT User Fundamentals	2	3
E07	Using the Internet	1	3
E08	Using Mobile IT Devices	1	3
E09	Using Email	1	3
E23	Desktop Publishing Software	2	3
E25	Presentation Software	2	3
E27	Spreadsheet Software	2	3
E29	Word Processing Software	2	3
E30	Design and Imaging Software	2	3
E31	The Internet and World Wide Web	1	3
E32	Digital Lifestyle	1	3

Unit	Optional Group A3 (Level 2 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
202	IT User Fundamentals	3	2
205	IT Security for Users	2	2
207	Using the Internet	4	2
209	Using Email	3	2
212	IT Software Fundamentals	3	2
213	Audio Software	3	2
214	Video Software	3	2
215	Bespoke Software	3	2
216	Specialist Software	3	2
218	Database Software	4	2
220	Design Software	4	2
221	Imaging Software	4	2
223	Desktop Publishing Software	4	2
224	Multimedia Software	4	2
225	Presentation Software	4	2
227	Spreadsheet Software	4	2
228	Website Software	4	2
229	Word Processing Software	4	2

Unit	Optional Group A4 (Level 3 Units) Learners may complete some or all of the remaining credits from this group.	Credit	Level
318	Database Software	6	3
325	Presentation Software	6	3
327	Spreadsheet Software	6	3
329	Word Processing Software	6	3

Sector Specific Unit Group (SSU) **Learners may complete 3 credits only from this group.**		
Unit		**Credit**	**Level**
XXX	Sector Specific Unit	3	EL3 or 1 or 2

* BARRED COMBINATIONS

IT User Fundamentals — Learners may select only ONE of the following **E02** IT User Fundamentals **102** IT User Fundamentals **202** IT User Fundamentals
Using the Internet — Learners may select only ONE of the following **E07** Using the Internet **107** Using the Internet **207** Using the Internet
Using Mobile IT Devices — Learners may select only ONE of the following **E08** Using Mobile IT Devices **108** Using Mobile IT Devices
Using Email — Learners may select only ONE of the following **E09** Using Email **109** Using Email **209** Using Email
Desktop Publishing Software — Learners may select only ONE of the following **E23** Desktop Publishing Software **123** Desktop Publishing Software **223** Desktop Publishing Software
Presentation Software — Learners may select only ONE of the following **E25** Presentation Software **125** Presentation Software **225** Presentation Software **325** Presentation Software
Spreadsheet Software — Learners may select only ONE of the following **E27** Spreadsheet Software **127** Spreadsheet Software **227** Spreadsheet Software **327** Spreadsheet Software
Word Processing Software — Learners may select only ONE of the following **E29** Word Processing Software **129** Word Processing Software **229** Word Processing Software **329** Word Processing Software

Design and Imaging Software — Learners may select only ONE of the following **E30** Design and Imaging Software **120** Design Software **220** Design Software **121** Imaging Software **221** Imaging Software
IT Security for Users — Learners may select only ONE of the following **105** IT Security for Users **205** IT Security for Users
IT Software Fundamentals — Learners may select only ONE of the following **112** IT Software Fundamentals **212** IT Software Fundamentals
Audio Software — Learners may select only ONE of the following **113** Audio Software **213** Audio Software
Video Software — Learners may select only ONE of the following **114** Video Software **214** Video Software
Bespoke Software — Learners may select only ONE of the following **115** Bespoke Software **215** Bespoke Software
Specialist Software — Learners may select only ONE of the following **116** Specialist Software **216** Specialist Software
Database Software — Learners may select only ONE of the following **118** Database Software **218** Database Software **318** Database Software
Multimedia Software — Learners may select only ONE of the following **124** Multimedia Software **224** Multimedia Software
Website Software — Learners may select only ONE of the following **128** Website Software **228** Website Software

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

* achieve **all** the specified learning outcomes
* satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
* show that the evidence is their own.

The qualifications are designed to be assessed:

* in the workplace or
* in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
* as part of a training programme.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

* meet the standard determined by the assessment criteria
* achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria.

Centres should enable learners to produce evidence in a variety of forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical applications of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments. This gives learners focus and helps with internal verification and standardisation process. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

* current, ie to reflect the most recent developments and issues
* local, ie to reflect the employment context of the delivering centre
* flexible learner to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification as pass grade. In the Pearson BTEC Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ) qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

This is based on:

- 1 credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

> *'Credit is awarded for achievement, **not** for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual's learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual performance in learning activities.'*

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Centres are advised to consider this definition when planning the programme of study associated with this specification.

Assessment strategy

The assessment strategy for these qualifications is on the e-skills UK website link (http://itq.e-skills.com/). Please note that you need to be registered with e-skills UK and logged on to download complimentary publications and documentation on the e-skills UK website and related sites.

The assessment strategy has been developed by e-skills UK in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning. (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

Programme design and delivery

Pearson does not define the mode of delivery for Pearson BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Award, Certificate, Extended Certificate and Diploma for IT Users (ITQ) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

What resources are required to deliver these qualifications?

Each qualification is designed to support learners who use IT in their daily lives for work, education and/or leisure. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

All units in these qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the Regulated Qualifications Framework (RQF) and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

This is Edexcel's reference number for the specified unit.

Unit reference number

Each unit is assigned a unit code that appears with the unit title on the National Database of Accredited Qualifications.

Level

All units and qualifications within the RQF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by RQF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit summary

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- • Learning outcome: this is shown in bold at the beginning of each section of content.
- • Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- • Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- • Brackets contain amplification of content which must be covered in the delivery of the unit.
- • 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- • *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- • *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- • *Links to National Occupational Standards, other BTEC units* – lists the NOS standard(s) that underpin the unit, along with other BTEC qualifications and other relevant units and qualifications
- • *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- • *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit E02:   IT User Fundamentals

Unit code: E02

Unit reference number: T/502/0166

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to provide learners with a basic understanding of computers and aspects of security.

In this era of technology, most of us know how to use a computer to carry out our own tasks, but what about setting up a computer system for someone else? Understanding that individuals are not the same in their abilities and needs is important for anyone entering the workplace. This unit looks at the range of IT systems that enables different set-ups for different user needs.

Users will want to keep data safe and be able to access it quickly and easily. File management helps users to do this and is an integral part of running an efficient computer system. Part of this unit is concerned with using different storage media.

Once stored, data needs to be kept safe from unauthorised users and safe from corruption. Information security and integrity are central to any organisation. There are regular media reports about lost data files, hackers and viruses. In this unit these issues are considered as well as how to implement security features.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Interact with and use IT system to meet needs	1.1 Use correct procedures to start and shut down an IT system
	1.2 Use IT systems and interface features effectively to meet needs
	1.3 Use appropriate terminology when describing IT systems
2 Organise, store and retrieve appropriately	2.1 Work with files and folders so that it is easy to find and retrieve information
	2.2 Identify types of storage media that can be used to store information
3 Understand the need for safety and security practices	3.1 Follow guidelines and procedures for the safe and secure use of IT
	3.2 Understand the need to keep information secure
	3.3 Keep information secure and manage access to information sources securely
	3.4 Identify why it is important to control access to hardware, software and data
4 Maintain system and respond to common IT system problems	4.1 Respond to IT problems and take appropriate action
	4.2 Identify where to get expert advice and help to solve problems

Unit content

1 **Interact with and use IT system to meet needs**

   Start and shut down procedures: log in; enter password; log out; shut down menu; lock, unlock

   Interface features: eg desktop, window, dialogue box, menu, sub-menu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

   IT systems: will vary according to the set-up, for example: computer eg PC, laptop; input device eg keyboard, mouse or other pointing device; processor; output device eg screen, printer; storage media eg memory, disk, CD, DVD, data/memory (USB) stick, hard drive, network drive

2 **Organise, store and retrieve appropriately**

   File and folder handling: create, name, open, save, save as files; move, copy, rename, delete files; display file lists, sort, search; create and name folders and subfolders

   Storage media: disk, CD, DVD, data/memory (USB) stick, media card, hard drives, network drives, mobile device

3 **Understand the need for safety and security practices**

   Staying safe: protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

   Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, data protection

   Information security: username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information; withhold personal information

4 **Maintain system and respond to common IT system problems**

   IT problems: program not responding, error dialogue, storage full, paper jam and find solutions to these problems

   Expert advice: limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E07: Using the Internet*, *Unit E09: Using Email* and *Unit E08: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Using the Internet	IT User Fundamentals	IT User Fundamentals	Using the Internet
Using Email	Using the Internet	Using the Internet	Using Email
Using Mobile IT Devices	Using Email	Using Email	
	Using Mobile IT Devices	Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Systems (IUF: IT User Fundamentals).

Indicative resource materials

Textbooks

MacRae K – *The Computer Manual: The Step-by-step Guide to Upgrading and Repairing a PC* (Haynes Group, 2010) ISBN-13 9781844259281

White R and Downs T – *How Computers Work* (Que, 2007)
ISBN-13 9780789736130

Websites

www.bbcactive.com

www.brainpop.co.uk

www.hse.gov.uk

www.opsi.gov.uk

www.outtakes.co.uk

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	interacting with and using IT systems including start-up and shutdown of a computer system, using interface features and working with files and folders
Store information	organising, storing and retrieving information from computer systems
Follow safety and security practices	following guidelines and procedures for safe and secure use of IT, understanding the need to keep information secure, and identifying why it is important to control access to hardware, software and data
ICT — Finding and selecting information	
Use simple searches to find information	understanding the guidelines and procedures for the safe and secure use of IT, understanding the need to keep information secure and identifying where to get expert advice
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit

Unit E07: Using the Internet

Unit code: E07

Unit reference number: F/502/0171

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit summary

This unit aims to give learners the ability to set up and use appropriate connection methods to access the internet and make the best use of software tools and techniques to search for, retrieve and exchange information using a browser or public search engine.

The internet is part of modern life – we use it for a range of purposes, such as online shopping or music downloads. Accessing online information requires an internet connection and the first part of this unit introduces different types of connection methods.

Internet users often begin their exploration by searching for information on the worldwide web. Websites are accessed using browser application software. The second part of this unit develops the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make web page navigation easier and more efficient.

The unit also introduces simple search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites.

The final part of this unit deals with how to use the internet safely and securely, introducing relevant laws, guidelines and procedures.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect to the internet	1.1 Get online with an internet connection 1.2 Identify at least two types of connection methods that can be used to access the internet
2 Use browser software to navigate web pages	2.1 Use browser tools to navigate web pages 2.2 Use browser help facilities to solve problems 2.3 Identify why you might need to change setting to aid navigation
3 Use browser tools to search for information from the internet and the worldwide web or an intranet	3.1 Use appropriate search techniques to locate information 3.2 Use references to make it easier to find information another time 3.3 Identify a means of saving a page for quick access in the future
4 Use browser software to communicate information online	4.1 Use tools to access and complete online forms 4.2 Identify an opportunity to interact with a website
5 Follow and understand the need for safety and security practices when working online	5.1 Work responsibly when working online 5.2 Identify common threats to information security 5.3 Keep information secure 5.4 Manage personal access to online sources securely 5.5 Identify common threats to user safety 5.6 Follow relevant laws, guidelines and procedures for the use of the internet

Unit content

1 **Connect to the internet**

   Accessing the internet: eg Internet Service Provider (ISP); username, password

   Connection methods: eg local area network (LAN), mobile phone, broadband, modem, dial-up connection

2 **Use browser software to navigate web pages**

   Browser tools: eg go to, back, forward, refresh, stop, home, new window, new tab; toolbars eg search bar, address bar, Uniform Resource Locator (URL), menu bar

   Browser settings: eg homepage, autofill, security, pop-ups, privacy

3 **Use browser tools to search for information from the internet and the worldwide web or an intranet**

   Search techniques: eg key words, quotation marks, relational operators eg +, −, 'find' or search tools

   References: eg history, favourites, bookmarks; links; log useful sites, save web pages

4 **Use browser software to communicate information online**

   Submit information: eg fill in and submit web forms; interactive sites

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

   Information security threats: eg username, password/PIN selection, online identity/profile; personal information eg to include, withhold, determine who can see the information

   Security software: eg anti-spam, firewall, Ad-Aware®

   Safety precautions: eg firewall settings, internet security settings; report inappropriate behaviour, report security threats or breaches

   Laws, guidelines and procedures: set by employer or organisation eg health and safety, security; laws eg copyright laws, downloads, licensing

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E02: IT User Fundamentals*, *Unit E09: Using Email*, *Unit E08: Using Mobile IT Devices* and *Unit E31: The Internet and World Wide Web*.

Assessment

Where possible a holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	
Using Email	Using Email	Using Email	Using Email
Using Mobile IT Devices	Using Mobile IT Devices	Using Mobile IT Devices	
The Internet and World Wide Web		Using the Internet	Using the Internet

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using IT to Find and Exchange Information (INT: Using the Internet).

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006)
ISBN-13 9780471748991

Levine J R, Levine Y M and Baroudi C — *The Internet for Dummies,* (John Wiley and Sons, 2010) ISBN-13 9780470560952

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques* (South Western College, 2009) ISBN 0324781679

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	connecting to the internet and using browsing software to navigate web pages using browser software to communicate information online
Store information	identifying a means of saving a page for quick access in the future
Follow safety and security practices	working responsibility while working online, identifying security threats to information, keeping information secure as well as managing personal access to sources securely following relevant laws, guidelines and procedures for the use of the internet
ICT — Finding and selecting information	
Use simple searches to find information	using browser tools to search for information from the internet and the worldwide web using appropriate search techniques to find information
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information while fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	using browsing software to communicate information online

Unit E08:   Using Mobile IT Devices

Unit code: E08

Unit reference number: D/502/0176

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit summary

This unit aims to enable learners to use mobile or hand held devices for data capture, processing and storage.

This unit will teach learners how to use mobile or hand held devices in a number of ways and in a manner that would be useful to an organisation. It is likely that they already use mobile phones for data capture, communication and maintenance. However, many just think of this as taking photos, texting and charging the battery. Mobile devices are taking an increasingly large role in day-to-day business so learners will need to understand how to use them in a professional manner, and also understand just what their potential is.

There are different types of mobile and hand held devices. These include mobile phones, smart phones, personal digital assistants (PDAs), netbooks and even MP3 players that are sophisticated enough to run software applications. This unit will teach learners how to understand the health and safety requirements of these devices and the main features and settings. Mobile devices offer a wealth of interactive features and can be configured to look and sound exactly how learners want.

Mobile devices are more concerned with using data than ever before. A mobile phone will enable users to input data through keyboards or touch screens and even through voice commands. With increased storage space learners are now able to make sure that all of the files that they need are kept with them at all times in a familiar application, which can be compatible with their home PC.

With this new ability to use data come new concerns over security and learners will gain knowledge on how to keep data safe on their mobile device and how to adhere to copyright laws. They will also learn how to transfer data between different mobile devices and use different methods of transfer such as Bluetooth® or infrared.

The final part of the unit will teach learners how to maintain the mobile device to make sure that it is working perfectly each time they use it. They will also come to understand common errors that occur.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Set up a mobile device to meet needs	1.1 Use correct procedures to start and shut down a mobile device
	1.2 Use standard interface features and settings
	1.3 Identify any specific health and safety issues associated with the use of the mobile device
2 Input and store data on a mobile device	2.1 Input data into a mobile device
	2.2 Store and retrieve data on a mobile device
	2.3 State why it is important to stay safe, keep information secure and to respect others when using mobile devices
3 Transfer data between mobile devices	3.1 Use a connection between devices
	3.2 Transfer information between mobile devices
	3.3 Recognise copyright constraints on the use of information
	3.4 Identify requirements for devices to connect
4 Maintain the performance of a mobile device	4.1 Identify common problems that occur with mobile devices and where to get expert advice to solve them
	4.2 Respond appropriately to common device problems
	4.3 Identify factors that can affect the performance of the mobile device

Unit content

1 **Set up a mobile device to meet needs**

Start and shut down a mobile device: eg install and/or charge battery, install SIM, switch on/off

Mobile device interface features and settings: features eg display, menu, sub-menu, toolbar, icon, button, keypad, wheel, start and shut down; settings eg images; sound, mute, volume, ringtone

Guidelines and procedures: health and safety

2 **Input and store data on a mobile device**

Input data into mobile device: eg touch screen, stylus, keypad, voice command

Store and retrieve data for mobile devices: files eg create, name, open, save, save as; folders eg create, name; navigate eg menu, toolbar, icon, scrollbar, button

Information security: eg username and password/PIN selection; what personal information to include; who can see the information; withhold personal information

3 **Transfer data between mobile devices**

Connecting devices: eg Bluetooth, infrared, cable, device pairing, synchronisation software

Transfer information: eg export, drag and drop, short message service (SMS), synchronise; when transfer successful

Copyright *constraints*: effect of copyright law eg on music downloads or use of other peoples images, acknowledgement of sources, avoiding plagiarism, permissions

4 **Maintain the performance of a mobile device**

Mobile device problems: eg compatibility between files, systems and connections, connection lost, card full, low bandwidth, signal loss

Expert advice: eg limits of own understanding and skills, help menus, manufacturers' guidelines, how to follow advice

Mobile device performance: battery life; application and file use; device maintenance; network availability eg interference, distance, location

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E02: IT User Fundamentals*, *Unit E07: Using the Internet* and *Unit E09: Using Email*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	Using the Internet	Using the Internet	Using Email
Using Email	Using Email	Using Email	
	Using Mobile IT Devices	Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (UMD: Using Mobile IT Devices).

Essential resources

Learners will need to have access to a mobile device that allows use of all the different features listed in the unit content.

Employer engagement and vocational contexts

You may wish to consider working with a high street phone retailer in the comparative elements of this unit.

With many organisations using mobile working, employing home workers as small office workers, they utilise a range of mobile technologies to ensure workers, suppliers and customers are staying in touch with team and line management as well as managing others and their work.

Many employers use this technology at differing levels and it may be part of an 'employer' discussion with the learners on how this is employed in their environment.

Indicative resource materials

Textbooks

Kelby S and White T – *The iPhone Book: How to Do the Things You Want to Do with Your iPhone* (Peachpit Press, 2010) ISBN-13 9780321714770

Pogue D – *iPhone UK: The Missing Manual* (O'Reilly UK, 2010) ISBN-13 9780955750632

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	setting up a mobile device to meet needs inputting and storing data on mobile devices transferring data between mobile devices maintaining the performance of mobile devices responding to common mobile device problems
Store information	inputting and storing data on mobile devices transferring data between mobile devices
Follow safety and security practices	identifying health and safety issues associated with the use of mobile devices recognising copyright constraints on the use of information recognising why it is important to stay safe, keep information secure and to respect others when using mobile devices
ICT — Finding and selecting information	
Use simple searches to find information	identifying factors that can affect the performance of mobile devices identifying where to get expert advice to solve common mobile device problems
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	transferring data between mobile devices

Unit E09:   Using Email

Unit code: E09

Unit reference number: J/502/0172

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit summary

This unit aims to enable learners to make the best use of email software to safely and securely send, receive and store messages.

This unit introduces electronic mailing (email) and its range of uses. Email is a modern communication method used on computer networks or wherever there is access to the internet. It is an immediate communication method and can be used at any time of the day or night. It is cost effective for both users with broadband and businesses. Email systems use either software applications, such as Microsoft Outlook, or website email application software that can be accessed through websites.

The first part of the unit deals with how to compose and send email messages, focusing on how to stay safe and respect others, following guidelines and procedures. Learners will also send a file as an attachment to an email message.

The second part of the unit aims to develop learners' knowledge and skills in managing incoming email messages by reading and responding to them and understanding how to use basic tools to store them for future use.

The final part of the unit will introduce learners to common email problems and how to respond to them, as well as identifying where to get expert advice to solve a problem.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use email software tools to send and compose messages	1.1 Use software tools to compose email messages
	1.2 Attach a file to an email message
	1.3 Send and receive email messages using appropriate tools
	1.4 Identify how to stay safe and respect others when using email
2 Manage incoming email	2.1 Follow guidelines and procedures for using email
	2.2 Identify when to respond to email messages
	2.3 Read and respond to email messages
	2.4 Store email messages appropriately for future use
3 Respond to common problems when using email	3.1 Respond to common email problems
	3.2 Identify where to get expert advice to solve a problem

Unit content

1 **Use email software tools to send and compose messages**

Compose email messages: compose eg enter text

Adding an attachment: attach eg file

Send and receive email messages: send eg to, from, cc, subject; reply; receive eg check mail, new messages, subject header

Staying safe and respect others: eg private information, language

2 **Manage incoming email**

Guidelines and procedures for using email: set by employer or organisation eg security, copyright, password protection

Responding to email: priorities; information to send; who to send it to

Store email: eg personal folders, save drafts

3 **Respond to common problems when using email**

Email problems: full mailbox; unknown sources eg spam, junk, chain-mails, 'phishing' viruses; rejected email messages

Expert advice: eg help menus, guidelines, websites, email responses

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E02: IT User Fundamentals*, *Unit E07: Using the Internet*, *Unit E08: Using Mobile IT Devices* and *Unit E31: The Internet and World Wide Web*.

Assessment

Where possible a holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	Using the Internet	Using the Internet	Using the Internet
Using Mobile IT Devices	Using Email	Using Email	Using Email
The Internet and World Wide Web	Using Mobile IT Devices	Using Mobile IT Devices	Using Mobile IT Devices

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (EML: Using Email).

Essential resources

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Textbooks

Dyszel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006) ISBN-13 978-0470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step* (Microsoft Press, 2007) ISBN-13 978-0735623002

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	using email software tools to compose email messages, attach files, send and receive email messages and responding to common email problems
Store information	preparing and working with files to attach to email messages as well storing email messages appropriately for future use
Follow safety and security practices	following guidelines and procedures for using email and identifying how to stay safe and respect others when using email
ICT — Finding and selecting information	
Use simple searches to find information	identifying where to get expert advice to solving common problems when using email
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	using email software tools to send and compose messages managing incoming email messages responding to common problems when using email

Unit E23: Desktop Publishing Software

Unit code: E23

Unit reference number: Y/502/0175

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to enable learners to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or in print.

This unit will enable learners to use a range of basic desktop publishing software tools and functions to produce publications for a variety of routine or straightforward uses, such as invitations, posters, menus and greetings cards. In designing and creating the publications learners will develop an understanding of standard layout and formatting techniques. They will then be encouraged to apply an imaginative approach to producing their own publications.

Learners will identify what types of information can be used to produce publications and use software tools and functions to input, combine and manipulate the information. They will use a range of desktop publishing techniques to edit and format publications.

Learners will understand that local guidelines, such as house style, can have an impact on the colours and font styles selected in producing in-house publications. They will also understand that copyright constraints must be considered when combining information from different sources.

They will check their publications, using IT tools, provided by the software and manual methods such as proofreading, to determine whether needs have been met.

The learners will develop an understanding of the different methods that can be used to input information and they will also use appropriate media for their publications.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Use appropriate designs and page layouts for a publication	1.1	Identify what types of information can be used in a publication
		1.2	Identify page layouts that could be used for the publication
		1.3	Use an appropriate page design and layout for a publication in line with local guidelines, where relevant
2	Input text and other information into a publication	2.1	Input information into a publication ready for editing and formatting
		2.2	Identify copyright constraints on using others' information
		2.3	Combine information from different sources in line with any copyright constraints
		2.4	Store and retrieve publication files effectively, in line with local guidelines and conventions
3	Use desktop publishing software techniques to edit and format a publication	3.1	Identify what editing and formatting was used for the publication
		3.2	Use appropriate techniques to edit publications
		3.3	Use appropriate techniques to format text
		3.4	Manipulate images and graphic elements accurately
		3.5	Check publications meet needs, making corrections as required

Unit content

1 Use appropriate designs and page layouts for a publication

Types of information: text, images, graphics, video, sound

Page design and layout: organisation of information eg size, white space, consistency, orientation

Publishing guidelines: house style eg branding, styles, colours, font schemes

Publication media: web, document, multimedia

2 Input text and other information into a publication

Input information: use interface devices eg keyboard, mouse, scanner, stylus, touch screen, microphone, camera

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Combining information for publications: combine images with text and graphic elements eg insert, size, position, wrap; graphic elements eg borders, lines, panels, shading, logos

Store and retrieve: files eg create, name, open, save, save as, find

3 Use desktop publishing software techniques to edit and format a publication

Edit publication: eg drag and drop, copy and paste, undo, redo, size, crop, position

Format text: use existing styles and schemes eg font style, size, colour, alignment

Manipulate images and graphic elements: eg size, crop, position, maintain proportion, border

Control text flow: eg around images and graphic elements

Check publishing outcomes: eg spellcheck, grammar check, layout, text alignment, formatting

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E30: Design and Imaging Software*, *Unit E25: Presentation Software*, *Unit E27: Spreadsheet Software* and *Unit E29: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (DTP: Desktop Publishing Software).

Essential resources

Learners will need access to appropriate software to allow the production of different types of publications, eg desktop publishing software, multimedia software, and access to the internet. In addition learners must have access to either different types of information, eg graphic images, or other sources of information.

Indicative resource materials

Textbooks

Jim McCarter, Jacqui Salerno Mabin — *Microsoft Office Publisher 2007 For Dummies [Paperback]* (Wiley, 2007) ISBN-13 978-0470184967

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	using appropriate designs and page layouts for a publication inputting information into a publication using appropriate techniques to edit publications and formatting text manipulating images and graphic elements accurately
Store information	storing and retrieving publication files in line with local guidelines and conventions
Follow safety and security practices	
ICT — Finding and selecting information	
Use simple searches to find information	identifying copyright constraints on using others' information
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	combining information from different sources in line with any copyright constraints
Use ICT-based communication	

Unit E25: Presentation Software

Unit code: E25

Unit reference number: A/502/0170

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to enable learners to use software applications to produce presentations which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Information can exist in many different forms such as text, images and sound. When learners are showing information to people it can often be difficult to make sure that exactly what they want them to see is shown in the right way. This is where presentation software becomes important. Presentation software will allow them to display text, images, sound and video in a structured way that makes the audience understand and enjoy whatever they want to show them.

Presentation software basics are simple to learn and enable learners to produce impressive presentations that may be used for education, job interviews, within the workplace or even recreationally. For example, learners could produce a presentation for an employer that shows the project they are working on or a photo slideshow of their holidays with animations and sounds.

In this unit learners will gain knowledge about what kinds of information can be used within a presentation and how this can be combined to create impressive presentations. Learners will think about how copyright laws affect their presentations and take care regarding the storage and retrieval of presentation files.

Presentation software often provides templates that learners will take advantage of, deciding what styles and layouts will work best for their presentation. They will learn how to format their slides with bullet points, different colours and different sized fonts and backgrounds.

The final part of the unit will teach learners how to prepare their slides to make sure that all of them are accurate and that there are no problems with spelling or grammar. They will need to practice presenting their slides so that their final product will be as impressive as it can be.

On completion the presentation will be reviewed to check that it meets needs and learners will make any necessary corrections to ensure that it is fit for purpose.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Input and combine text and other information within presentation slides	1.1	Identify what types of information to use in the presentation
		1.2	Enter information into presentation slides so that it is ready for editing and formatting
		1.3	Combine information for presentations in line with any copyright constraints
		1.4	Identify copyright constraints on using others' information
		1.5	Store and retrieve presentation files effectively, in line with local guidelines
2	Use presentation software tools to structure, edit and format slides	2.1	Select a template and theme for slides
		2.2	Use appropriate techniques to edit slides
		2.3	Apply format techniques to slides
3	Prepare slides for presentation	3.1	Identify how the slides should be presented
		3.2	Prepare and present slides for presentation
		3.3	Check presentation using IT tools, making corrections as appropriate

Unit content

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

Types of information: eg text, numbers, images, graphics

Combine information for presentations: eg images, charts, text boxes

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Store and retrieve: files eg create, name, open, save, save as, find

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

Presentation templates: use existing templates; designs and styles

Editing techniques for presentation: eg drag and drop, find, replace, undo, redo, size, crop, position, wrap text, add lines, simple shapes, cut, copy, paste

Formatting techniques for presentation slides: eg bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

3 **Prepare slides for presentation**

Present slides: timing; transition; content; structure; meaning; organisation of information; audience needs

Prepare slides: view, reorder; rehearse timing; print eg slides, handouts; speaker notes

Check slides: spellcheck; grammar check; word count; accuracy

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E30: Design and Imaging Software*, *Unit E23: Desktop Publishing Software*, *Unit E27: Spreadsheet Software* and *Unit E29: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Design Software	Design Software	Design Software
Desktop Publishing Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Word Processing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (PS: Presentation Software).

Essential resources

A variety of content for the learner to choose from should be made available as well as an industry-standard presentation application such as Microsoft PowerPoint® or OpenOffice Impress®.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource material

Textbooks

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2007) ISBN13 9780470117064

Websites

www.openoffice.org/product/impress.html

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	inputting and combining text and other information within presentation slides using software tools to structure, edit and format presentation slides
Store information	storing and retrieving presentation files in line with local guidelines
ICT — Finding and selecting information	
Use simple searches to find information	identifying copyright constraints on using others' information
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	combining information for presentations in line with any copyright constraints

Unit E27: Spreadsheet Software

Unit code: E27

Unit reference number: F/502/0168

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to enable learners to use a software application designed to record data in rows and columns, and perform calculations with numerical data.

Spreadsheet software is such a useful application that learners will be surprised how often they use it in the future. Spreadsheets are powerful programs which can be used for more than just calculations; they are great for all kinds of documents and they can display and manipulate a lot more than just numbers. Spreadsheets can display a wealth of information in a variety of ways and once learners are taught how to use them, they will become one of their most used applications.

This unit will teach learners how to use a spreadsheet to store data, both numbers and text. They will create their own spreadsheets and store data in rows and columns. This will allow them to organise their data in a way that lets them rearrange and find it easily. Spreadsheets are also useful for displaying charts and graphs that can be generated from numerical information and also for displaying images.

One of the most frequently used features of spreadsheet software is the automated formulas. Learners can add a formula that will perform calculations, such as add and subtract. They can also add functions to find out the average or mean of a set of numbers. Once they have manipulated their data they can sort the information into summaries or calculate totals. The display of the spreadsheet can be very different depending on who needs to use it and what they need it for.

The final part of the unit will show learners how to present their spreadsheet effectively using formatting techniques on the cells, rows and columns. They could set one cell format to display a number like a date and another to display it like a sum of money for example. They can also change the colours and fonts.

Learners will use IT tools to produce, present and print the spreadsheets and charts or graphs, reviewing the results and correcting errors to ensure that the information produced meets needs.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Enter and edit numerical and other information using spreadsheets	1.1 Enter and edit numerical and other information accurately 1.2 Store and retrieve spreadsheet files effectively, in line with local guidelines
2 Use appropriate formulas and tools to summarise and display spreadsheet information	2.1 Identify how to summarise and display the required information 2.2 Use formulas and tools as needed to summarise data and process information
3 Use appropriate tools and techniques to present spreadsheet information effectively	3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns 3.2 Identify the chart or graph type used to display information 3.3 Use appropriate tools to generate a chart or graph 3.4 Select a page layout to present and print spreadsheet information 3.5 Check spreadsheet information using IT tools, making corrections as appropriate

Unit content

1 **Enter and edit numerical and other information using spreadsheets**

Enter and edit spreadsheet information: numbers; text; rows and columns eg add, delete, cells eg enter data, edit

Store and retrieve: files eg create, name, open, save, save as, find

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

Interpretation of spreadsheet information: eg totals, summary; order eg display, sorting

Functions and formulae: simple formulas eg add, subtract, multiply, divide; common functions eg Sum, Average, Round

3 **Use appropriate tools and techniques to present spreadsheet information effectively**

Formatting techniques for spreadsheet cells: eg numbers, currency, percentages, decimal places, font, alignment, borders, shading

Formatting techniques for rows and columns in spreadsheets and tables: eg height, width, borders, shading

Formatting techniques for charts and graphs: chart type eg pie chart, bar chart, single line graph

Page layout: eg size, orientation, margins, page numbers, date and time

Check spreadsheet information: accuracy eg numbers, text, formulas, results; suitability eg charts, graphs

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E30: Design and Imaging Software*, *Unit E23: Desktop Publishing Software*, *Unit E25: Presentation Software* and *Unit E29: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Design Software	Design Software	Design Software
Design and Imaging Software	Imaging Software	Imaging Software	Imaging Software
Presentation Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Word Processing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (SS: Spreadsheet Software).

Essential resources

Learners will need access to relevant software (Microsoft Excel® or similar, Microsoft Word® or similar, packages to allow combining of information).

Indicative resource materials

Textbooks

Finkelstein M, Leete G and Leete M – *OpenOffice.Org for Dummies* (John Wiley and Sons, 2003) ISBN-10 0764542222

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) — with CD* (Microsoft Press, 2007) ISBN-10 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN-10 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org.html

www.openoffice.org/product/calc.html

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	entering and editing numerical and other information using spreadsheets using appropriate formulas and tools to summarise and display spreadsheet information using appropriate tools and techniques to present spreadsheet information effectively
Store information	storing and retrieving spreadsheet files effectively
Follow safety and security practices	
ICT — Finding and selecting information	
Use simple searches to find information	using spreadsheets to find information to present graphical representation of data
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	

Unit E29: Word Processing Software

Unit code: E29

Unit reference number: A/502/0167

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to give learners the ability to use a software application designed for the creation, editing and production of largely text-based documents.

It is likely that learners undertaking this unit will have limited keyboard skills and developing these will be an integral part of the unit. They will also develop an understanding of other input methods.

This unit will give learners an understanding of why word processing software is appropriate for producing different types of documents. They will be able to identify common uses for the software, eg letters, memos and reports.

Learners will use a range of basic word processing tools and techniques to produce appropriate, straightforward or routine documents.

Learners will be encouraged to produce well structured, appropriately styled documents that provide effective communication. This will be achieved by using a range of editing, formatting and page layout tools.

Learners will develop an understanding that an integral part of producing effective documents is the ability to review and adjust the content and presentation of the documents. They will achieve this by using a combination of in-built tools such as spell and grammar checkers and by using manual techniques, such as proofreading and visually checking the presentation of the documents.

As well as developing the skills necessary to produce appropriate, largely text-based documents, they will learn how to:

* use appropriate templates
* store and retrieve files appropriately.

It is recommended that this unit is delivered early in the programme, as many of the skills learned will provide a sound basis for learners to build upon in subsequent units.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input text and edit word processing documents	1.1 Use keyboard or other input method to enter or insert text
	1.2 Give examples of the types of document that you could create using a word processor
	1.3 Store and retrieve document files, in line with local guidelines
	1.4 Identify why you would use a word processor to create documents
	1.5 Use editing tools
	1.6 Identify editing used to aid meaning
2 Structure information within word processing documents	2.1 Use appropriate templates to create a new document
	2.2 Identify the templates used
	2.3 Use appropriate page layout to present and print documents
	2.4 Name common items that can be used to affect page layout
3 Use word processing software tools to format and present documents	3.1 Use appropriate techniques to format characters
	3.2 Identify formatting used to aid meaning
	3.3 Use appropriate techniques to format paragraphs
	3.4 Identify tools that can aid in checking documents for accuracy and consistency
	3.5 Check documents meet needs, using IT tools and making corrections as appropriate

Unit content

1 **Input text and edit word processing documents**

Input information: keyboard skills eg use a range of keys, keyboard shortcuts; other input methods eg voice recognition, touch screen, stylus

Types of information: eg text, numbers, images, lines, borders

Store and retrieve files: eg create, name, open, save, save as, find

Editing techniques: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size, crop, position

2 **Structure information within word processing documents**

Templates: use existing templates

Page layout: eg size, orientation, margins, page numbers, date and time

Page layout for documents: eg size, orientation, margins, columns

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

Check word processed documents: software tools eg spellcheck, grammar check, print preview; other eg font style and size, page layout, margins, line and page breaks, accuracy

Formatting: paragraphs eg alignment, bullets, numbering, line spacing, borders, shading; character eg size, font style (typeface), colour, bold, underline, italic

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E30: Design and Imaging Software*, *Unit E23: Desktop Publishing Software*, *Unit E25: Presentation Software* and *Unit E27: Spreadsheet Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Design Software	Design Software	Design Software
Desktop Publishing Software	Imaging Software	Imaging Software	Imaging Software
Presentation Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (WP: Word Processing Software).

Essential resources

Learners will need access to appropriate text-processing software (Microsoft Word or similar). They should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Textbook

Huddleston T – *Using Microsoft Word 2010* (Que, 2010) ISBN-13 978-0789742988

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	inputting text and editing word processing documents
	structuring information within word processing documents
	using word processing software tools to format and present documents
Store information	storing and retrieving document files
Follow safety and security practices	
ICT — Finding and selecting information	
Use simple searches to find information	working with word processing documents to find information
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	

Unit E30:   Design and Imaging Software

Unit code: E30

Unit reference number: L/502/0173

Level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit summary

This is the ability to use a software application designed to create, modify and layout artwork or images for display in print or on a screen (eg vector graphics for design and drawing; raster graphics for photo manipulation or illustration).

Modern technology makes the creation, storage and manipulation of graphic images accessible to most computer users. Many documents can be enhanced by graphics and may even require them
(eg a poster). The powerful facilities included in modern software mean professional looking designs can be created by all computer users for inclusion in documents such as newsletters, posters and promotional material. As well as traditional printed documents, graphic images are widely used in web pages and in other methods of electronic presentation.

The unit covers both raster (bitmap) images such as those from a digital camera and drawn digital designs (vector graphics). Learners will use computer software to acquire and modify graphic images and produce graphic designs such as logos, leaflets or cover pages for books. Although technical skills are important in this unit, it also gives an opportunity for learners to display a flair for design and demonstrate their creative skills.

This unit will enable learners to:

- acquire raster (bitmap) images from digital cameras and scanners
- adjust the images using methods such as resizing and cropping
- draw, manipulate and edit designs using a variety of tools and techniques.

Learners will need to check the designs and images they produce are of suitable quality and fit for the intended purpose. They should also be aware of the legal issues affecting images produced by someone else and the need to obtain permission before using such material.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain and insert information for designs or images	1.1 Identify what designs or images are needed
	1.2 Obtain, input and prepare images to meet needs
	1.3 Identify what copyright constraints apply to selected images
	1.4 Use an appropriate file format to save design or image files
2 Use design and imaging software tools to manipulate and edit drawings or images	2.1 Identify which manipulation and editing tools and techniques to use
	2.2 Use suitable tools and techniques to create drawings and images
	2.3 Use appropriate tools and techniques to manipulate and edit designs or images
	2.4 Check designs or images meet needs, using IT tools and making corrections as necessary

Unit content

1 **Obtain and insert information for designs or images**

   Designs and images: designs and images will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

   Preparing images: size, crop and position

   Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

   File format for designs and images: will vary according to the content, proprietary and open source formats eg JPEG, Bitmap, PNG, GIF

2 **Use design and imaging software tools to manipulate and edit drawings or images**

   Manipulation and editing techniques: eg align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

   Create designs and images: draw basic shapes, change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

   Check designs and images: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E23: Desktop Publishing Software*, *Unit E25: Presentation Software*, *Unit E27: Spreadsheet Software* and *Unit E29: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Word Processing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (DIS: Design and Imaging Software).

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

Websites

http://office.microsoft.com/en-gb/clipart/default.aspx

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	obtaining and inserting information for designs or images onto a computer system
	using suitable tools and techniques to create drawings and images
	using suitable tools and techniques to manipulate and edit designs and images
Store information	using appropriate file formats to save designs or image files
Follow safety and security practices	identifying what copyright constraints apply to designs or images
ICT — Finding and selecting information	
Use simple searches to find information	
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	

Unit E31: The Internet and World Wide Web

Unit code:	E31
Unit reference number:	L/502/0190
Level:	Entry 3
Credit value:	1
Guided learning hours:	5

Unit summary

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of how to connect to the internet, browse web pages, navigate websites, use search engines and exchange email with others.

It is a common misconception that the internet and the worldwide web are both one and the same system. In fact the worldwide web is only one part (whilst significant) of the internet as a whole. This unit offers learners the opportunity to gain an understanding of what the internet is and how services such as the worldwide web, email and other methods of communication co-exist on this vast and somewhat complex international network.

As the internet is a continuously evolving system, learners will appreciate some of the scope and freedom this system offers and how it has become an international enabler for personal and commercial use. Apart from using the internet to surf the web, learners will explore some of the technologies, use email, chat and create a basic web page.

This unit will enable learners to:

- understand the basics of the internet
- understand the basics of the worldwide web
- understand the basics of using email
- understand other methods of communicating on the internet.

The unit has a practical emphasis and is designed to encourage learner assessment by experience.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the basics of the internet	1.1 Describe the uses of the internet 1.2 Identify the requirements for an internet connection 1.3 Identify the features of two types of internet connections 1.4 Relate the term bandwidth to types of internet connections
2 Understand the basics of the worldwide web	2.1 Describe the components of the web 2.2 Explain how web addresses work 2.3 Explore web sites by using a browser. 2.4 Search for reliable information on the web 2.5 Explain how to perform transactions over the web
3 Understand the basics of using email	3.1 Explain how email works 3.2 Write and send email messages 3.3 Manage email messages 3.4 Identify correct email etiquette
4 Understand other methods of communicating on the internet	4.1 Identify the features of online communities 4.2 Explain how instant messaging works 4.3 Explain how to create and publish web pages

Unit content

1 **Understand the basics of the internet**

Uses of the internet: eg communication, current information, archived information, complete tasks, collaborate, entertainment, commerce/trade, financial management, education

Internet connection: eg computing device, a connection device, Internet Service Provider (ISP)

Features of internet connection: eg dedicated connection, dial-up connection

Bandwidth: eg kilobits per second (Kbps), megabits (Mbps)

Internet connection types: eg dial-up, Digital Subscriber Line (DSL), cable modem, broadband, T1, E1, wireless, 2.5G, 3G, 4G

2 **Understand the basics of the worldwide web**

Components of the web: eg web browser, web page, website, web server, domain

Web addresses: eg protocol, domain name, domain type (or suffix), document path, URL

3 **Understand the basics of using email**

Manage email: eg create folder, move to folder, flag message, move email, copy email, forward email, delete email, empty trash, mark as junk

Etiquette: eg spelling, grammar, punctuation, tone, when to use and not to use emoticons, prudent use of cc, prudent use of bcc, attachment size, attachment type, message format, salutation (opening greeting), signature, reply, reply promptness

4 **Understand other methods of communicating on the internet**

Online communities: eg newsgroups, chat groups/rooms, blogs, social networking websites

Essential guidance for tutors

Delivery

There are strong links to *Unit E07: Using the Internet* and *Unit E09: Using Email*. Learners are required to use browser tools to navigate web pages. Learners must understand the basics of the World Wide Web, which includes knowledge of browser tools. Tutors may find it valuable to deliver these units alongside each other. A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills.

Assessment

Due to the strong links between Units E07, E09 and E31 it may be possible for learners to provide sufficient evidence for similar assessment criteria within different units eg *Unit E31: The Internet and World Wide Web* requires the learner to write and send email messages. This is also assessed in *Unit E09: Using Email* by assessment criteria 1.1 and 1.3.

Assessment evidence could be in the form of tutor based discussions although observations, peer assessment and other written work may be effective. Learners could also keep a log of evidence which records against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Using the Internet	Using the Internet	Using the Internet	Using the Internet
Using Email	Using Email	Using Email	Using Email
Digital Lifestyle			

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (INT: Using the Internet)
- Using IT to Find and Exchange Information (EML: Using Email).

Essential resources

To deliver this unit centres will need to have a local area network (LAN) with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Employer engagement and vocational contexts

A visit from someone from your organisation or another company to discuss how they use computers in their everyday job will encapsulate the skillset of this unit. The learner needs to appreciate how many roles now need IT skills.

The context of this unit will enable learners to use the skills to address assessment requirements for other units in the Microsoft Digital Literacy range, including *Unit E32: Digital Lifestyle*.

Indicative resource materials

Websites

Microsoft offers the course resources for this unit:

www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/eng/Curriculum2.mspx

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	exploring web sites by using a browser searching for reliable information on the web writing and sending email messages managing email messages
Store information	
Follow safety and security practices	identifying the features of online communities
ICT — Finding and selecting information	
Use simple searches to find information	searching for reliable information on the web
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information whilst fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	writing and sending emails messages managing email messages

Unit E32:   Digital Lifestyle

Unit code: E32

Unit reference number: D/502/0193

Level: Entry 3

Credit value: 1

Guided learning hours: 5

Unit summary

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of new digital technologies, including digital audio, digital video and digital photography. The unit explores how these and other computing technologies are creating new career opportunities and shaping the world in which we live.

For everyone, the digital lifestyle is now a way of life, with ease of access to a wide range of technologies on our computers as well as in our pockets that supports high-quality digital audio, digital video and digital photography.

This unit will give learners the opportunity to understand and access technologies and skills suited to effectively accessing digital audio, digital video and digital photography, as part of daily life as well as in a professional capacity.

Learners taking this unit will have the opportunity to:

- access the basic principles of digital technology

- work with the basic features of digital audio

- work with the basic features of digital video

- work with the basic features of digital photography

- understand and attain career opportunities for those with digital technology experience.

The unit has a practical emphasis and is designed to encourage learner assessment by experience.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the basics of digital technology	1.1 Describe the benefits of digital technology
	1.2 Explain how digital technology expands the features of digital devices
2 Understanding the basics of digital audio	2.1 Identify the characteristics of digital audio
	2.2 Explain the concepts of recording, copying and converting digital audio
	2.3 Identify the features of speech technologies
3 Understanding the basics of digital video	3.1 Identify the characteristics of digital video
	3.2 Explain what digital video editing is and the output formats for digital video
	3.3 Identify the features of web video technologies
4 Understanding the basics of digital photography	4.1 Explain the benefits, features and workings of a digital camera
	4.2 Explain how to edit and manage digital images
	4.3 Identify the features of different types of printers that are available for printing photos
5 Understand the career opportunities for those with digital technology experience	5.1 Explain how digital technology helps people work from any location
	5.2 Identify the career opportunities available for information workers
	5.3 Identify the career opportunities available for IT professionals
	5.4 Identify the career opportunities available for developers

Unit content

1 **Understand the basics of digital technology**

Benefits of digital technology: eg storing and sharing pictures, recording and sharing videos, communicating

Digital devices: eg audio and video players, mobile phones, video game systems, personal digital assistants (PDAs), digital cameras, digital video cameras

2 **Understanding the basics of digital audio**

Characteristics of digital audio: eg streaming, compression, codec, formats

Speech technologies: eg speech synthesis, speech recognition

3 **Understanding the basics of digital video**

Characteristics of digital video: eg editing software, compression, codec, formats, analogue recording, digital recording, adding titles

Output formats: eg linear, non-linear, DVD, CD, file, streaming

Web video technologies: eg streaming, download, conferencing

4 **Understanding the basics of digital photography**

Features of a digital camera: eg storage device, sensor, USB, screen, resolution, lens, exposure

Image management and editing: eg simple photo editing, advanced photo editing, photo management

Printers: eg personal photo printers, professional photo printers

5 **Understand the career opportunities for those with digital technology experience**

Career opportunities: eg information worker, IT professional, software developer

Essential guidance for tutors

Delivery

Where possible this unit should be as practical as possible. Learners should have the opportunity to use different forms of digital technology including digital cameras, digital media and digital audio. During these practical sessions, tutors can enhance the learners understanding of the benefits of digital technology. Learners could be encouraged to undertake research into the different types of printers that are available for printing photographs. This may be done by visiting retail outlets or scanning relevant catalogues. Speakers may be invited to talk about their experiences within digital technology highlighting their career opportunities within different sectors of the industry.

Assessment

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Evidence could be provided in the form of photographs, video clips leaflets eg career opportunities. Learners could chose a project to provide a focus for their project eg make a short video clip of career opportunities within the industry. They could produce a story board using photographs that they have printed on the benefits of digital photography.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Audio Software	Audio Software	Audio Software
	Video Software	Video Software	Video Software
	Design Software	Design Software	Design Software
	Imaging Software	Imaging Software	Imaging Software
	Multimedia Software	Multimedia Software	Multimedia Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (DIS: Design and Imaging Software)
- Using IT Productivity Tools and Applications (AV: Audio and Video Software)
- Using IT Productivity Tools and Applications (MM: Multimedia Software).

Employer engagement and vocational contexts

Inviting someone from your organisation or another company into class to discuss how they use computers in their everyday job will encapsulate the skillset of this unit. The learner needs to appreciate how many roles now need IT skills.

The context of this unit would enable learners to use their own technology to complete an audio, video or picture diary of their other learning experiences and can be integrated into a range of vocational contexts.

Indicative resource materials

Websites

Microsoft offers the course resources for this unit:

www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/eng/Curriculum2.mspx

Functional Skills — Entry Level 3

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet given needs	understanding the basics of digital technology understanding the basics of digital audio understanding the basics of digital video understanding the basics of digital photography
Store information	storing information gathered from their research of digital technologies
ICT — Finding and selecting information	
Use simple searches to find information	searching for information relating to digital technologies
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT — Developing, presenting and communicating information	
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit

Unit 101: Improving Productivity Using IT

Unit code: 101

Unit reference number: T/502/4153

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

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

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, message, structure); and
- the techniques used will be familiar or commonly undertaken.

This unit is mandatory for the Certificate and Diploma at Level 1.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan the use of appropriate IT systems and software to meet requirements	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 Identify any legal or local guidelines or constraints that may affect the task or activity
	1.6 Select IT systems and software applications as appropriate for the purpose
2 Use IT systems and software efficiently to complete planned tasks	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
3 Review the selection and use of IT tools to make sure that tasks are successful	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 content

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

Purpose for using IT: eg who and what the information is for, when it must be finished, what information needs to be included, where it will be used

Plan task: eg what information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout; timelines

Reasons for choosing IT system and software applications: eg time, convenience, cost, benefits of IT or manual methods of preparing, processing and presenting the same information, own views on convenience and effectiveness at meeting needs, quality, accuracy, how IT can make tasks easier than other methods, streamline business processes, increase productivity

Guidelines or constraints: eg data protection, copyright, software licensing, security, organisational house style, brand guidelines

2 **Use IT system and software efficiently to complete planned tasks**

Automated routines: eg short cuts, customised menus and toolbars, run pre-set macros, templates

3 **Review the selection and use of IT tools to make sure that tasks are successful**

Review outcomes: eg quality of information used, produce drafts, review against initial plans, check with intended audience

IT tools selection: eg time taken, convenience, cost, quality, accuracy

Strengths and weaknesses of final work: eg format, layout, accuracy, clarity for audience

Improvements to work: eg correct mistakes, better ways of doing things, learning new techniques

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

It is anticipated that this unit is delivered towards the end of the qualification as learners are likely to gain the skills necessary to pass it through achievement of other units. This unit should be taught in conjunction with other units, eg *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	IT Software Fundamentals	IT Software Fundamentals	Design Software
Desktop Publishing Software	Design Software	Design Software	Imaging Software
Presentation Software	Imaging Software	Imaging Software	Desktop Publishing Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Multimedia Software
Word Processing Software	Multimedia Software	Multimedia Software	Presentation Software
	Presentation Software	Presentation Software	Spreadsheet Software
	Spreadsheet Software	Spreadsheet Software	Website Software
	Website Software	Website Software	Word Processing Software
	Word Processing Software	Word Processing Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Core (IPU: Improving Productivity Using IT).

Employer engagement and vocational contexts

Many large organisations use automation in their office IT applications as well as system management. Asking an IT manager or supervisor to visit the centre and give a presentation on what automations take place in their working environment may offer the learners a concept of their unit work in context. This could be associated with system security and maintenance as a theme, with the 'visitor' asked to discuss how virus protection and operating system updates are managed.

For some centres your local ICT infrastructure managers have to complete the same in their job role and may be willing to discuss this with the learners.

Indicative resource materials

Website

http://msdn.microsoft.com/en-us/library/shzd7dy4.aspx

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	planning the use of appropriate IT systems and software to meet requirements
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting IT systems and software applications as appropriate for the purpose using automated routines that aid efficient processing or presentation
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identify the purpose for using IT identifying reasons for choosing particular IT systems and software applications for a task identify any legal or local guidelines or constraints that may affect the task or activity
Select information from a variety of ICT sources for a straightforward task	selecting information from different software applications for a straightforward task
ICT — Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	selecting IT systems and software applications as appropriate for the purpose
Combine information within a publication for a familiar audience and purpose	combining information to create a publication. For example, a presentation.
Evaluate own use of ICT tools	reviewing the selection and use of IT tools to make sure that tasks are successful

Unit 102: IT User Fundamentals

Unit code: 102

Unit reference number: J/502/4206

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'straightforward or routine' because:

- the tasks or context will be familiar; and
- the techniques required will also be commonly undertaken.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use IT systems to meet needs	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
2 Organise, store and retrieve information	2.1 Work with files and folders so that it is easy to find and retrieve information
	2.2 Organise and store information, using general and local conventions where appropriate
	2.3 Identify what storage media to use
3 Follow and understand the need for safety and security practices	3.1 Work safely and take steps to minimise physical stress
	3.2 Recognise the danger of computer viruses and identify ways to minimise risk
	3.3 Keep information secure
	3.4 Recognise 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
4 Carry out routine maintenance of IT systems and respond to routine IT system problems	4.1 Recognise why routine maintenance of hardware is important and when to carry it out
	4.2 Be aware of where to get expert advice
	4.3 Carry out regular routine maintenance of hardware and software safely
	4.4 Take appropriate action to handle routine IT problems

Unit content

1 **Use IT systems to meet needs**

Start and shut down procedures: log in; enter password; log out; shut down menu; lock, unlock

Interface features: eg desktop, window, dialog box, menu, sub-menu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

System settings: eg window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume

Communication service: broadband; dial-up; wireless; network connections; mobile device

IT systems: will vary according to the set-up, for example: computer eg PC, laptop; input device eg keyboard, mouse or other pointing device; processor; output device eg screen, printer; storage media eg memory, disk, CD, DVD, data/memory (USB) stick, hard drive, network drive

2 **Organise, store and retrieve information**

File and folder handling: create, name, open, save, save as files; move, copy, rename, delete files; display file lists, sort, search; create and name folders and sub folders

Organise and store: insert, remove, name, label, archive

Storage media: disk, CD, DVD, data/memory (USB) stick, media card, hard drives, network drives, mobile device

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

Work safely: health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment; risks to self and others from using hardware; organisational guidelines and points of contact

Physical stress: adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, use of wrist rests

Minimise risk: virus-checking software, anti-spam software, firewall; treat files, software and attachments from unknown sources with caution

Information security: username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information; withhold personal information

Staying safe: protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, data protection

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

Routine maintenance: manufacturer's guidelines; what maintenance can be completed safely; what should be left to experts; what problems may arise if maintenance is not completed; delete unwanted files; cleaning: for different components of an IT system; to maintain functionality; to maintain appearance; printer: replace printer consumables eg paper, toner cartridge; print test page, align cartridge

Expert advice: limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

IT problems: program not responding, error dialogue, storage full, paper jam and find solutions to these problems

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 106: IT Communication Fundamentals*, *Unit 107: Using the Internet*, *Unit 109: Using Email* and *Unit 108: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT Communication Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	Using the Internet	IT Communication Fundamentals	Using Email
Using Email	Using Email	Using the Internet	
Using Mobile IT Devices	Using Mobile IT Devices	Using Email	
		Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Systems (IUF: FS IT User Fundamentals).

Indicative resource materials

Textbooks

MacRae K – *The Computer Manual*: *The Step-by-step Guide to Upgrading and Repairing and Maintaining a PC* (Haynes Group, 2010) ISBN-13 9781844259281

White R and Downs T – *How Computers Work* (Que, 2007)
ISBN-13 9780789736130

Websites

www.bbcactive.com

www.brainpop.co.uk

www.hse.gov.uk

www.opsi.gov.uk

www.outtakes.co.uk

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying appropriate ICT requirements from any of the learning outcomes
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using IT systems to meet needs including start and shut down of an IT system, using interface features, etc carrying out routine maintenance of IT systems and responding to routine IT system problems
Manage information storage	organising, storing and retrieving information including working with files and folders
Follow and demonstrate understanding of the need for safety and security practices	following and understanding the need for safety and security practices. For example, working safely and taking steps to minimise physical stress, recognising the danger of computer viruses, keeping information secure, etc.
ICT — Finding and selecting information	
Select information from a variety of ICT sources for a straightforward task	selecting information for different IT systems for a straightforward task
ICT — Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task

Unit 103: Set Up an IT System

Unit code:	103
Unit reference number:	Y/502/4209
Level:	1
Credit value:	3
Guided learning hours:	20

Unit summary

This unit is about the skills and knowledge required to connect up the basic components of an IT system, connect to a communication service safely using default setup routines and run simple tests to check that software is working successfully.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect up a personal computer, printer and peripheral devices safely	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
2 Connect to an IT communication service	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
3 Set up software for use	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
4 Check that the IT system and communication service are working successfully	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 content

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

Identify required components and how to connect them: monitor, keyboard, mouse (or other pointing device), speakers, scanner, games console, joystick; plug and play devices, default setup routines; printer and other device drivers; removable storage media, CD/DVD, data/memory stick, media card, mobile device, removable hard drive

Identify any health and safety issues: risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. risks to self and others from using hardware; health and safety point of contact

Connect up the components safely: reading and following instructions; complying with health and safety guidelines

Connect removable storage media safely: safe attachment and removal of USB devices

2 Connect to an IT communication service

Connect communication hardware safely: router, modem, mobile data device, wireless router

Identify how connect to an Internet Service Provider (ISP): username, password

Connect to a communication service: broadband, dial up, wireless, network connections, mobile device

3 Set up software for use

Configure the user interface: set system date, time, language; Set up user account; desktop shortcuts

Identify security precautions: check anti-malware software is running, virus, spyware, adware

Set up and configure virus protection software: run installation program, answer setup dialogue, select drives/files to scan, schedule regular scans

Set up files and software: software licence; installation disks; manuals; default settings; autosave settings; secure removal/transfer of data

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

Simple tests to check the system: hardware and software checks, print test pages, check files are saved on storage media, open and close applications, open and close files, access network files and applications; certificates and labelling

Simple communication tests to check the internet connection: send and receive test email, navigate to ISP website

Run tests to check the system and communication service: run utilities, to check data transfer rates, identify networked devices, view network configuration

Identify how to report faults and seek expert help: helpdesk; information needed by experts; manufacturer's faults and automatic reporting systems

Respond to error messages and report faults: follow on-screen dialogues and instructions

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 105: IT Security for Users, Unit 104: Optimise IT System Performance.*

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using Email	Using Email	Using Email	Optimise IT System Performance
Using Mobile IT Devices	Using Mobile IT Devices	Optimise IT System Performance	Set up an IT System
	Optimise IT System Performance	Set up an IT System	
	Set up an IT System		

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Systems (SIS: Set Up an IT System).

Indicative resource materials

Textbook

Gookin D – *Troubleshooting and Maintaining Your PC All-in-one Desk Reference For Dummies* (John Wiley & Sons, 2009) ISBN-10 0470396652
ISBN-13 978-0470396650

Websites

www.devhardware.com/c/a/Opinions/Quick-and-Easy-Computer-Maintenance-Tips/1/

www.suite101.com/content/basics-of-computer-maintenance-a50204

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what IT system components, storage and peripheral devices are needed and how to connect them identifying the details needed to connect to an Internet Service Provider identifying simple tests that can be used to check the system
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	connecting up the component of an IT system safely, including a printer and other peripheral devices connecting to a communication service from a PC configuring the user interface to meet needs running tests to check that they system and communication service are working successfully
Manage information storage	connecting removable storage media to a PC safely setting up files and software to meet needs
Follow and demonstrate understanding of the need for safety and security practices	identifying any health and safety issues associated with setting up an IT system identifying what security precautions need to be addresses when connecting to the internet
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying what security precautions need to be addresses when connecting to the internet identifying how to report faults and seek expert help
Select information from a variety of ICT sources for a straightforward task	selecting information gathered throughout this unit from different ICT sources for a straightforward task
ICT — Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	setting up and configuring virus protection software
Use communications software to meet requirements of a straightforward task	identifying simple communication tests that can be used to check the internet connection running tests to check that the systems and communication service are working successfully

Unit 104:   Optimise IT System Performance

Unit code: 104

Unit reference number: D/502/4244

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required to maintain hardware and software (system) performance; responding to common hardware and software problems and errors and getting help with more difficult problems.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Maintain hardware and software in working order	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
2 Manage files to maintain system performance	2.1 Use file navigation software to organise files into an appropriate folder structure
	2.2 Backup 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
3 Respond to common IT system problems and errors	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
4 Customise the working environment to meet needs	4.1 Adjust system settings as appropriate to individual needs

Unit content

1 **Maintain hardware and software in working order**

The operating system and computer system: operating system, manufacturer, name, build or version; computer system, make, model, serial number, memory capacity, disk capacity

Protect computer hardware against loss or damage: physical security, asset labels and tags, cables, locks; electronic security, location tracking and reporting software, remotely operated webcams in laptops; preventative maintenance, cleaning fans and filters, hardware monitoring software

Run security software: anti-malware for viruses, adware, spyware; scheduling frequency, files or drives to scan

Set up peripherals: USB devices, safe insertion and removal; printers, connecting to installed printer, use utility software to change settings (including print resolution, print quality, pages to print)

2 **Manage files to maintain system performance**

Organise files into a folder structure: data files, folders, sub-folders, storage media

Backup and restore: media, CD, DVD, portable hard drive, network drive, USB stick, matching media size to data size; using backup software; safe storage of the backup media; restoring from a backup

File housekeeping: guidelines and conventions for naming and labelling; organising files, folders and storage media; deleting unwanted files, defragmentation

3 **Respond to common IT system problems and errors**

Identify and respond to IT system problems: program not responding, force termination of program or process; paper jam, follow a checklist for clearing the jam; storage full, delete unwanted files, change storage device, compress files; error dialogue, follow on-screen instructions

Seek expert advice when appropriate: know limits of own understanding and skills, help menus, manufacturer's guidelines, follow advice or instructions accurately, collect information needed by expert

4 **Customise the working environment to meet needs**

Adjust system settings: desktop, input and output settings

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 105: IT Security for Users, Unit 103: Set up an IT System.*

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	IT User Fundamentals
Using Email	Using Email	Set up an IT System	Set up an IT System
Using Mobile IT Devices	Using Mobile IT Devices	Optimise IT System Performance	Optimise IT System Performance

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using IT Systems (OSP: Optimise IT System Performance).

Indicative resource materials

Textbooks

Gookin D – *Troubleshooting and Maintaining Your PC All-in-one Desk Reference For Dummies* (John Wiley & Sons, 2009) ISBN-10 0470396652
ISBN-13 978-0470396650

Websites

www.devhardware.com/c/a/Opinions/Quick-and-Easy-Computer-Maintenance-Tips/1/

www.suite101.com/content/basics-of-computer-maintenance-a50204

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying the operating system and capacity of the computer system identifying common IT system problems and responses
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	taking appropriate steps to protect computer hardware against loss or damage running anti-virus and other security software regularly setting up printers and other peripheral devices adjusting system settings as appropriate to individual needs
Manage information storage	using file navigation software to organise files into an appropriate folder structure backing up and restoring files and folders carrying out routine file housekeeping so that information is easy to find
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying common IT system problems and responses identifying where to get expert advice
Select information from a variety of ICT sources for a straightforward task	selecting information gathered throughout this unit from different ICT sources for a straightforward task
ICT — Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task

Unit 105: IT Security for Users

Unit code:	105
Unit reference number:	R/502/4256
Level:	1
Credit value:	1
Guided learning hours:	10

Unit summary

This unit is about the skills and knowledge needed by the IT user to identify day-to-day security risks and the laws and guidelines that affect the use of IT; and use simple methods to protect software and personal data (eg risks from people getting access to it who are not authorised, from viruses or from hardware not working properly).

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use appropriate methods to minimise security risks to IT systems and data	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 backup data securely
	1.7 Ensure personal data is backed up to appropriate media

Unit content

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

Protect IT systems and data: security issues, threats to system performance, unwanted email (spam), malicious programs eg viruses, worms, trojans, spyware, adware and rogue diallers, hackers, hoaxes; security precautions, use access controls, physical controls, locks, passwords, access levels; run anti-virus software, adjust firewall settings, adjust internet security settings, security checks, report security threats or breaches, backup, store personal data and software safely

Keep information secure: threats to information security from theft, unauthorised access, accidental file deletion, use of removable storage media, malicious programs eg viruses, worms, trojans, spyware, adware and rogue diallers, hackers, phishing and identity theft, unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices

Guidelines and procedures for the secure use of IT: access to information sources; username and password/PIN selection, change passwords; online identity/profile, real name, pseudonym, avatar, what personal information to include, who can see the information; respect confidentiality, avoid inappropriate disclosure of information; security guidelines and procedures set by employer or organisation

Back up to media: media, CD, DVD, portable hard drive, network drive, USB stick; matching media size to data size; backup methods, drive image/mirror, full backup, incremental backup; safe storage of the backup media; backup software

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 104: Optimise IT System Performance*, *Unit 103: Set Up an IT System.*

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
The Internet and World Wide Web	Optimise IT System Performance	Optimise IT System Performance	Optimise IT System Performance
Using the Internet	Set Up an IT System	Set Up an IT System	Set Up an IT System
Using Email	Using the Internet	Using the Internet	Using the Internet
	Using Email	IT Security for Users	IT Security for Users
		Using Email	Using Email

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Systems (ITS: IT Security for Users).

Indicative resource materials

Websites

netsecurity.about.com/c/ec/1.htm

www.cert.org/homeusers/HomeComputerSecurity/

www.cert.org/tech_tips/home_networks.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Follow and demonstrate understanding of the need for safety and security practices	taking appropriate security precautions to protect IT systems and data taking appropriate precautions to keep information secure following relevant guidelines and procedures for the secure use of IT
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying security issues that may threaten system performance identifying threats to information security associated with the widespread use of technology
Select information from a variety of ICT sources for a straightforward task	selecting information found from relevant searches
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	describing why it is important to backup data securely
Use appropriate software to meet requirements of straightforward data-handling task	ensuring personal data is backed up to a appropriate media

Unit 106:   IT Communication Fundamentals

Unit code: 106

Unit reference number: Y/502/4291

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by the IT user to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to use a variety of sources of information to meet needs	1.1	Use appropriate sources of IT-based and other forms of information to meet needs
		1.2	Recognise different features of information
		1.3	Recognise copyright constraints on the use of information
2	Be able to access, search for, select and use internet-based information and assess its fitness for purpose	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	Indicate how the information meets requirements and is fit for purpose
3	Be able to select and use IT to communicate and exchange information	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 content

1 **Be able to use a variety of sources of information to meet needs**

   Sources of information: newspapers, books, images, maps, conversations, CDs, DVDs, text messages, internet, intranets, podcasts, web logs, web-based reference sites

   Features of information: factual information, creative work, opinions, information that is continually updated or live, interactive information, guides and directories

   Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

2 **Be able to access, search for, select and use internet-based information and assess its fitness for purpose**

   Access, navigate and search: enter a web address, use a search engine, browse, save and use bookmarks

   Search techniques: search keywords, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into keywords for an online query

   Information requirements: recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

3 **Be able to select and use IT to communicate and exchange information**

   Email and IT-based communication: open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites

   Address book: add, amend and delete contact entries in the contacts list

   Schedule activities: task list, calendar, send and respond to meeting invitations

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 102: IT User Fundamentals*, *Unit 107: Using the Internet*, *Unit 109: Using Email* and *Unit 108: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	Using the Internet	IT Communication Fundamentals	Using Email
Using Email	Using Email	Using the Internet	
Using Mobile IT Devices	Using Mobile IT Devices	Using Email	
		Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (ICF: FS IT Communication Fundamentals).

Essential resources

To deliver this unit centres will need to have a LAN with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Indicative resource materials

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN-10 0471748994

Dyszel B – Outlook 2007 for Dummies (John Wiley & Sons, 2006)
ISBN-13 978-0470038307

Levine JR, Levine YM, Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN-13 9780470121740

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step* (Microsoft Press, 2007) ISBN-13 978-0735623002

Shelly GB – *Windows Internet Explorer 8: Introductory Concepts and Techniques* (South Western College 2009) ISBN-10 0324781679

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	indicating how the information meets requirements and is fit for purpose
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using appropriate sources of IT-based and other forms of information to meet needs accessing, navigating and searching internet sources of information purposefully and effectively
Manage information storage	storing information gathered from any of the learning outcomes
Follow and demonstrate understanding of the need for safety and security practices	recognising copyright constraints on the use of information
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	using appropriate search techniques to locate and select relevant information
Select information from a variety of ICT sources for a straightforward task	using appropriate sources of IT-based and other forms of information to meet needs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Use communications software to meet requirements of a straightforward task	creating, accessing, reading and responding appropriately to email and other IT-based communication
Combine information within a publication for a familiar audience and purpose	combining information from a variety of sources of to meet needs

Unit 107:   Using the Internet

Unit code: 107

Unit reference number: T/502/4296

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by the IT User to understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

Internet tools and techniques will be defined as 'basic' because:

- the software tools and functions will be pre-determined or commonly used; and
- the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified.

However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect to the internet	1.1 Access the internet or intranet
	1.2 Identify different types of connection methods that can be used to access the internet
2 Use browser software to navigate web pages	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
3 Use browser tools to search for information from the internet	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
4 Use browser software to communicate information online	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
5 Follow and understand the need for safety and security practices when working online	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 content

1 **Connect to the internet**

Accessing the internet: eg Internet Service Provider (ISP); username, password; hardware and software requirements

Connection methods: eg local area network (LAN), virtual private network (VPN), mobile phone, modem, router, wireless, dial-up, broadband

2 **Use browser software to navigate web pages**

Browser tools: eg go to, back, forward, refresh, stop, home, history, bookmark, new window, new tab, follow link; toolbars eg search bar, address bar: Uniform Resource Locator (URL), menu bar

Browser settings: eg homepage, autofill, security, pop-ups, appearance, privacy; search engine, toolbars, zoom, text size, accessibility

Brower help facilities: eg online support, user documentation

3 **Use browser tools to search for information from the internet**

Search techniques: eg key words, quotation marks, search within results, relational operators eg +, −, 'find' or search tool, turn questions into key words for an online query

Information requirements: eg recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

References: eg history, favourites, bookmarks; links; log useful sites, save web pages

Download information: eg web page, website; images, text, numbers, sound, games, video, TV, music

4 **Use browser software to communicate information online**

Communicate information: saved information eg podcasts, text, images; real-time information eg blogs, instant messaging, social networking

Share information sources: send eg link, web page

Submit information: eg fill in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

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

Threats to user safety: eg abusive behaviour, 'cyberbullying', inappropriate behaviour and grooming; abuse of young people; false identities; financial deception, identity theft

Minimise risks: software eg virus-checking, anti-spam, firewall, Ad-ware; unknown sources eg messages, files, software, attachments

Safety precautions: eg firewall settings, internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information

Information security: eg username, password/PIN selection, online identity/profile; real name, pseudonym, avatar; personal information eg to include, withhold, who can see the information

Laws, guidelines and procedures: set by employer or organisation eg health and safety, security; laws eg copyright laws, downloads, licensing

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 102: IT User Fundamentals*, *Unit 106: IT Communication Fundamentals*, *Unit 109: Using Email* and *Unit 108: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using the Internet	IT Communication Fundamentals	IT Communication Fundamentals	Using the Internet
Using Email	Using Email	Using the Internet	
Using Mobile IT Devices	Using Mobile IT Devices	Using Email	
		Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (INT: Using the Internet).

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the unit.

Indicative resource materials

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN-10 0471748994

Levine J R, Levine Y M and Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN-13 9780470121740

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques* (South Western College, 2009) ISBN-10 0324781679

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying different types of connection methods that can be used to access the internet identifying when to change browser settings to aid navigation
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	accessing the internet or intranet using browser tools to navigate web pages using browser help facilities
Manage information storage	downloading and saving different types of information from the internet
Follow and demonstrate understanding of the need for safety and security practices	identifying the threats to user safety when working online outlining how to minimise internet security risks following relevant laws, guidelines and procedures for the use of the internet
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	selecting and using appropriate search techniques to locate information
Select information from a variety of ICT sources for a straightforward task	outlining how information meets requirements
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Use communications software to meet requirements of a straightforward task	selecting and using tools and techniques to communicate information online
Combine information within a publication for a familiar audience and purpose	combining information from a variety of sources of to meet needs

Unit 108: Using Mobile IT Devices

Unit code:	108
Unit reference number:	H/502/4374
Level:	1
Credit value:	2
Guided learning hours:	15

Unit summary

This unit is about the skills and knowledge to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.

The use of mobile technologies will be defined as 'basic' because:

- the tools and functions on the mobile device will be pre-loaded and
- the techniques used for sharing files between devices will be familiar or commonly undertaken.

An activity will typically be 'straightforward or routine' because:

- the task or context using mobile technologies will be familiar and involve few factors (for example, sending SMS messages to colleagues, maintaining a calendar of events, taking notes, capturing a photo, using Bluetooth connectivity to send a photo to a friend's mobile phone.)

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Set up the mobile device to meet needs	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
2 Use applications and files on the mobile device	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
3 Transfer data to and from the mobile device	3.1 Identify different types of secure connection methods that can be used between devices
	3.2 Transfer information to and from the 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

Learning outcomes	Assessment criteria
4 Maintain the performance of the mobile device	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 content

1 **Set up the mobile device to meet needs**

   Set up mobile device: charging battery; access, eg password, login; connection eg SIM card, service provider, phone, internet, cable

   Mobile device interface features: eg display, menu, sub-menu, toolbar, icon, button, keypad, wheel

   Mobile device settings: resolution eg screen, image; sound eg mute, volume, ringtone; appearance eg colour, theme

   Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, user documentation; guides, troubleshooting, FAQs

2 **Use applications and files on the mobile device**

   Mobile applications: eg phone, camera, address book, calendar, media, browser, games, notes, messages, office applications

   Mobile applications and files: eg games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, internet pages, collaborative tools, pdf documents, Office documents, e-books, Flash animations

   Input data into mobile device: eg touch screen, stylus, keypad, voice command

   Organise, store and retrieve data for mobile devices: files, eg create, name, open, save, save as; folders eg create, name; navigate eg menu, toolbar, icon, scrollbar, button

3 **Transfer data to and from the mobile device**

   Secure connection: eg password control, Bluetooth, infrared, cable, device pairing, synchronisation software

   Transfer information: eg export, drag and drop, short message service (SMS), synchronise; when transfer is successful

   Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

   Staying safe: eg protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

   Information security: eg username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information, withholding personal information

4 **Maintain the performance of the mobile device**

Mobile device performance: battery life; application and file use; device maintenance; network availability eg interference, distance, location

Maintain performance: carry out routine maintenance eg battery charging, cleaning of handset, communication settings, Bluetooth or Wi-Fi turned off when not in use, closing applications after use

Mobile device problems: eg compatibility between files, systems and connections, connection lost, card full, low bandwidth, signal loss

Expert advice: eg limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 102: IT User Fundamentals*, *Unit 106: IT Communication Fundamentals*, *Unit 107: Using the Internet* and *Unit 109:Using Email*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	IT Communication Fundamentals	IT Communication Fundamentals	Using Email
Using Email	Using the Internet	Using the Internet	
Using Mobile IT Devices	Using Email	Using Email	
	Using Mobile IT Devices	Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (UMD: Using Mobile IT Devices).

Essential resources

Learners will need to have access to a mobile device that allows use of all the different features listed in the unit content.

The following Windows Mobile 6 Operating systems may be of use:

- WinXP Simulator for Win Mobile 6
- www.microsoft.com/downloads/details.aspx?FamilyID=38c46aa8-1dd7-426f-a913-4f370a65a582&DisplayLang=en
- Microsoft Virtual PC
- www.microsoft.com/downloads/details.aspx?FamilyId=04D26402-3199-48A3-AFA2-2DC0B40A73B6&displaylang=en

For additional information on the emulator software go to:

- www.downloadsquad.com/2008/03/02/microsoft-device-emulator-lets-you-run-windows-mobile-6-on-your/

Employer engagement and vocational contexts

You may wish to consider working with a high-street phone retailer in the comparative elements of this unit.

With many organisations using mobile working, employing home workers as small office workers, they utilise a range of mobile technologies to ensure workers, suppliers and customers are staying in touch with team and line management as well as managing others and their work.

Many employers use this technology at differing levels and it may be part of an 'employer' discussion with the learners on how this is used in their environment.

Indicative resource materials

Textbooks

Kelby S and White T – *The iPhone Book: How to Do the Things You Want to Do with Your iPhone* (Peachpit Press, 2007) ISBN-13 978-0321534101

Pogue D – *iPhone UK: The Missing Manual, Second Revised Edition* (O'Reilly UK, 2008) ISBN-13 978-0955750618

Websites

www.handheldlearning.co.uk/

www.krcs.co.uk/pages/education/mobile-learning

www.mobile-computing-news.co.uk/industry-news/6655/online-education-gets-serious-as-itunes-u-sees-300-million-downloads.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying when and how to adjust device settings
	identifying the different applications on mobile devices
	identifying different types of secure connection methods
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	setting up a mobile device to meet needs
	inputting data accurately into mobile devices
	using appropriate techniques to maintain the performance of mobile devices
Manage information storage	organising, storing and retrieving data on mobile devices
	transferring data to and from mobile devices
Follow and demonstrate understanding of the need for safety and security practices	identifying any specific health and safety issues associated with the use of mobile devices
	following guidelines and procedures for the use of mobile devices
	recognising copyright and other constraints on the use and transfer of information
	identifying why it is important to stay safe, and keep information secure
ICT — Finding and selecting information	
Select information from a variety of ICT sources for a straightforward task	transferring data to and from mobile devices
	using applications and files on mobile devices
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
	inputting data accurately into mobile devices
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate mobile device software to transfer data to and from mobile devices

Skill	When learners are …
ICT — Developing, presenting and communicating information	
Use communications software to meet requirements of a straightforward task	using communication software to transfer data to an from mobile devices
Combine information within a publication for a familiar audience and purpose	gathering information from various sources to demonstrate what factors can effect performance of mobile devices, as well as identifying any specific health and safety issues associated with the use of mobile devices

Unit 109: Using Email

Unit code:	109
Unit reference number:	J/502/4299
Level:	1
Credit value:	2
Guided learning hours:	15

Unit summary

This unit is about the skills and techniques to use a range of basic email software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

Email tools and techniques will be defined as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques used will be familiar or commonly undertaken.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

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Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use email software tools and techniques to compose and send messages	1.1 Use software tools to compose and format email messages 1.2 Attach files to email messages 1.3 Send email messages
2 Identify how to stay safe and respect others when using email	2.1 Identify how to stay safe and respect others when using email
3 Use an address book to organise contact information	3.1 Use an address book to store and retrieve contact information
4 Identify when and how to respond to email messages	4.1 Follow guidelines and procedures for using email 4.2 Identify when and how to respond to email messages 4.3 Read and respond to email messages appropriately
5 Identify how to organise, store or delete email messages	5.1 Identify what messages to delete and when to do so 5.2 Organise and store email messages
6 Identify how to try to react to common email problems	6.1 Respond appropriately to common email problems

Unit content

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

   Compose and format email messages: format text eg font, size, colour; format paragraphs eg alignment, bullets, numbered list; spellcheck

   Attach files to email messages: type; size of file; distribution list

   Send email messages: eg to, from, cc, subject; reply, reply all, forward

2 **Identify how to stay safe and respect others when using email**

   Staying safe and respecting others: eg private, information, images, language, confidentiality, copy lists

3 **Use an address book to organise contact information**

   Address book: eg add, amend, delete contact entries, contacts list

4 **Identify when and how to respond to email messages**

   Guidelines and procedures for using email: set by employer or organisation eg security, copyright guidelines; netiquette; password protection

   Respond to email messages: priorities; information to send; copies eg when, who

5 **Identify how to organise, store or delete email messages**

   Organise, store and delete emails: store eg folders, sub folders; save drafts; back up; delete

6 **Identify how to try to react to common email problems**

   Email problems: message size; attachments eg number; unknown sources eg spam, junk, chain-mails, 'phishing' viruses; rejected email messages

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 102: IT User Fundamentals*, *Unit 106: IT Communication Fundamentals*, *Unit 107: Using the Internet* and *Unit 108: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using the Internet	IT Communication Fundamentals	IT Communication Fundamentals	Using the Internet
Using Email	Using the Internet	Using Email	
Using Mobile IT Devices	Using Mobile IT Devices	Using Mobile IT Devices	
		Using the Internet	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (EML: Using Email).

Essential resources

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Textbooks

Dyszel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006)
ISBN-13 978-0470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step*
(Microsoft Press, 2007) ISBN-13 978-0735623002

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying when and how to respond to email messages
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using software tools to compose and format email messages attaching files to email messages sending email messages
Manage information storage	using an address book to store and retrieve contact information
Follow and demonstrate understanding of the need for safety and security practices	following guidelines and procedures for using email
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying what messages to delete organising and storing email messages
Select information from a variety of ICT sources for a straightforward task	using an address book to organise contact information
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Use communications software to meet requirements of a straightforward task	using email software tools and techniques to compose and send messages
Combine information within a publication for a familiar audience and purpose	preparing to send email messages

Unit 110: Personal Information Management Software

Unit code: 110

Unit reference number: Y/502/4369

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge to use a range of basic personal information management tools and techniques to organise and plan their own time and tasks.

Software may also be termed Personal Planning software.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use a calendar to schedule appointments	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
2 Use a task list to prioritise activities	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
3 Use an address book to store, organise and retrieve contact information	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 content

1 **Use a calendar to schedule appointments**

Calendar entries: select the calendar utility, navigate to correct date, create entry, edit entry, delete entry

Recurring appointments: set up recurring appointments, daily, weekly, monthly, yearly; edit and delete recurring appointments

Arrange meetings: select meeting date, check personal availability, issue invitations, monitor responses and attendance

Respond to meeting requests: navigate to meeting date, check personal availability/ clashes, make calendar entry, respond to invitation

Create reminders: set up reminders, daily, fixed date, time before appointments; edit and delete reminders

Organise appointments: by date, by type; display results on screen, for print; display style (month, week, day)

2 **Use a task list to prioritise activities**

Task information: select the task utility, create entry, edit entry, delete entry

Task organisation: set filters to select by status, category, target date; display results on screen, for print; display style (month, week, day); set targets for completion dates

Task monitoring: monitor progress, set reminders

Report on task status: prepare report on current status, percentage completion

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

Contact information: select the contacts utility, navigate to correct contact, create entry, edit entry, delete entry

Organise contact information: set filters to select by name, category; customise display, filter to select fields; display results on screen, for print

Distribution lists: set filters to select by name, category

Use personal data safely: password protection, respect confidentiality, public profiles, trust, data protection

Keeping information up to date: outline why, how

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as organising contacts, meetings and appointments for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using Email	Using Email	Using Email	
	Personal Information Management Software	Personal Information Management Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (PIM: Personal Information Management Software).

Indicative resource materials

Textbooks

Boyce J – *Microsoft Outlook 2010 Plain and Simple* (Microsoft Press, 2010)
ISBN-10 0735627347, ISBN-13: 978-0735627345

Gookin D – *Outlook 2010 for Dummies* (John Wiley & Sons, 2010)
ISBN-10 0470487712, ISBN-13 978-0470487716

Websites

http://office.microsoft.com/en-in/training/CR010065458.aspx

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	selecting appropriate software to use to schedule appointments, task lists and address books
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using a calendar to schedule appointments using a task list to prioritise activities using an address book to store, organise and retrieve contact information
Manage information storage	using an address book to store, organise and retrieve contact information
Follow and demonstrate understanding of the need for safety and security practices	describing why it is important to use personal data responsibly and safely
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	inviting others to meetings finding contacts to set up distribution lists
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	using a calendar to schedule appointments using a task list to prioritise activities using an address book to store, organise and retrieve contact information
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software to schedule appointments using appropriate software to manage task lists using appropriate software to manage address books

Unit 111: Using Collaborative Technologies

Unit code: 111

Unit reference number: A/502/4378

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to safely use IT tools and devices to work collaboratively by:

- preparing and accessing IT tools and devices, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.;
- playing a responsible and active role in real-time communication; and
- contributing relevant information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Stay safe and secure when using collaborative technology	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
2 Set up and access IT tools and devices for collaborative working	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
3 Prepare collaborative technologies for use	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
4 Contribute to tasks using collaborative technologies	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 content

1 **Stay safe and secure when using collaborative technology**

Guidelines for using collaborative technology: guidelines set by an organisation or community of interest; guidelines about uses eg security, safety, copyright, plagiarism, libel, confidentiality and data protection

Risks when working with collaborative technologies: inappropriate disclosure of personal information, misuse of images, use of inappropriate language, power cuts, data loss

Reasons to avoid risks: to respect confidentiality; to avoid conflict; data loss in a power cut

Checks on others' identities and different types of information: compare sources, cross-reference

Reporting online safety and security issues: identifying issues; procedures for reporting (guidelines)

Methods to promote trust: provide contact information, membership of professional bodies, recommendations/references, links

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

IT tools and devices: hardware eg mobile, laptop, desktop; peripherals eg headset, handset, microphone, camera, 3G modem; software eg products, services, sites

Set up collaborative technologies: connect to another site, check whether both sites are connected

Purposes for collaborative working: will vary according to the task, but may include eg sharing, displaying and recording information, discussing and reflecting, establishing identity, joining interest groups, developing ideas, contributing to research

Outcomes of collaborative working: measurable eg document, minutes, notes, project plan, transcript; ephemeral eg conversation, agreement

Different communication media: text, audio/spoken, still/video/animated images eg web/video conferencing, online forums, wikis, social networking sites, instant messaging, blogging

Terms and conditions: will depend on organisational guidelines re safety and security

3 **Prepare collaborative technologies for use**

Access to collaborative technologies: download software, agree terms and conditions, register or set up an ID

Adjust settings: hardware eg colour, type size, window size, volume; browser eg cookies, pop-ups; security settings eg firewall

Environment of collaborative technologies: user interface eg choose skins, templates; work environment eg lighting, position of devices

Data reader: eg scanner,

Permissions: web address, phone number, user name and password, access code; set for security and confidentiality, limiting access to authorised users

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4 **Contribute to tasks using collaborative technologies**

Contributing responsibly: follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding

Archiving collaborative outcomes: cut, paste, save

Problems with collaborative technologies: routine problems eg settings, software not responding, hardware connections

Where to get help: eg user guides, technical manuals, online help, technical staff

Respond to problems: follow on screen help, know who to ask for expert help

Essential guidance for tutors

Delivery

A practical approach to delivery should be used for this unit enabling learners to develop their technical knowledge and skills. Role-play and the use of different scenarios to practice skills can be used. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting evidence could be collected from other units. This unit can be taught in conjunction with other units, eg *Unit E07: Using the Internet*, *Unit E09: Using Email* and *Unit E08: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit has a broad content and could prove difficult to achieve over one set context. The unit can be assessed through various topic areas of interest to the learners.

Assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that the learners keep a log of evidence recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Using the Internet	IT Communication Fundamentals	Using the Internet	Using the Internet
Using Mobile IT Devices	Using the Internet	Using Mobile IT Devices	Using Email
Using Email	Using Mobile IT Devices	Using Email	
	Using Email	Personal Information Management Software	
	Personal Information Management Software		

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (UCT: Using Collaborative Technologies).

Essential resources

Learners will need access to a range of communication devices as outlined in the unit content.

Indicative resource materials

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

www.wilkipedia.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying which collaborative technology tools and devices to use for different communication media
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	preparing collaborative technologies for use
Manage information storage	contributing to producing and archiving outcomes from collaborative work
Follow and demonstrate understanding of the need for safety and security practices	staying safe and secure when using collaborative technologies
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	● accessing collaborative technologies needed for a collaborative task
Select information from a variety of ICT sources for a straightforward task	identifying the terms and conditions which apply to using collaborative technologies
ICT — Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	adjusting basic settings on collaborative technologies
Use communications software to meet requirements of a straightforward task	setting up IT tools and devices to contribute to collaborative work

Unit 112: IT Software Fundamentals

Unit code:	112
Unit reference number:	L/502/4384
Level:	1
Credit value:	3
Guided learning hours:	20

Unit summary

This unit is about the skills and knowledge to use appropriate predefined or commonly used IT tools to develop and produce information for tasks and activities that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from other people.

An activity will typically be 'straightforward or routine' because:

- the task or context need will be familiar and involve few factors (for example, time available, audience needs, message, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use software applications to meet needs and solve problems	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
2 Enter, develop and format different types of information to suit its meaning and purpose	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
3 Present information in ways that are fit for purpose and audience	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
4 Make effective use of IT tools and facilities to present information	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 content

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

Software applications: types eg word processing, spreadsheet, databases, presentations, graphics, internet browser, email, audio and video software; use eg open and close applications, switch between applications

Types of information: text, numbers, images, sound, graphics and data records

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

Organise information: headings; lists; tables; templates; sort; charts and graphs; records; simple calculations

Formatting different types: text eg bullets, numbering, alignment, tabs, line spacing, colour, font, style, size; simple tables, numbers eg currency, percentages, number of decimal places; images eg size, position

Editing techniques for different types of information: eg insert, delete, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position

Combine different types of information: combine eg insert, size and position; types of information eg images with text eg photo and captions; presentation with audio and/or video; numbers with charts and graphs

Page layout: size; orientation eg portrait, landscape; margins, page numbering, date and time

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

Work accurately and proofread: check eg spelling, grammar, figures, calculations, print preview

Information that is fit for purpose: eg letter, memo, report, newsletter, poster, information sheet, web page, multimedia presentation, budget, invoice, stocklist

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

Review and modify work: produce drafts; review; feed back

IT tools selection: ease of use; time taken; accuracy; cost and quality

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 120: Design Software*, *Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (ISF: FS IT Software Fundamentals).

Essential resources

To deliver this unit centres will need to have a local area network with word processing, spreadsheet and graphical application software as well as multimedia software such as presentational software with audio or video tools. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Employer engagement and vocational contexts

The use of vocational contexts is essential in the delivery and assessment of this unit. Much of the work can be set in the context of learners' work placements or be based on case studies.

Indicative resource materials

Textbooks

Cox J, Preppernau C, Lambert S et al – *2007 Microsoft® Office System Step by Step* (Microsoft Press, 2008) ISBN-10 073562531X

Websites

www.bbc.co.uk/schools/teachers/

www.microsoft.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying different software applications and give examples of their use
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting and using appropriate software applications to develop, produce and present different types of information selecting and using appropriate page layout to present information effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying what types of information are needed
Select information from a variety of ICT sources for a straightforward task	selecting information for different software applications for a straightforward task
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, organising and formatting different types of information to meet needs applying editing techniques to refine information as required
Use appropriate software to meet requirements of straightforward data-handling task	selecting and using appropriate software applications to develop, produce and present different types of information
Combine information within a publication for a familiar audience and purpose	combining information of different forms or from different sources to meet needs
Evaluate own use of ICT tools	reviewing and modifying work as it progresses to ensure the result is fit for purpose and audience reviewing the effectiveness of the IT tools selected to meet presentation needs

Unit 113: Audio Software

Unit code: 113

Unit reference number: K/502/4389

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use a range of basic audio software tools and techniques appropriately to record and edit straightforward or routine audio sequences. Any aspect that is unfamiliar will require support and advice from others.

Audio software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the file type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use audio hardware and software to capture sequences	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
2 Use audio software tools to combine and edit sequences	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
3 Play and present audio sequences	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 playback audio sequences
	3.4 Adjust playback and display settings so that sequences are presented to meet needs

Unit content

1 **Use audio hardware and software to capture sequences**

Input devices: microphone, dictaphone, mobile phone; software eg wmv, quicktime

Store and retrieve: files eg create, name, open, save, save as, close, find

2 **Use audio software tools to combine and edit sequences**

Sequence: specially recorded, existing; short eg less than 2 mins

Combine information: insert audio clips into presentations or web pages

Editing tools: cut and paste, insert

Forms of information: sound eg spoken word, music, sound effects

Copyright constraints: effect of copyright law eg on music downloads; acknowledgment of sources, avoiding plagiarism, permissions

3 **Play and present audio sequences**

Display device: dictaphone, mobile phone, handheld audio device eg mp3 player, iPod

Adjust playback and display settings: playback controls eg start, stop, fast forward, rewind, pause; sound eg volume

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use sound recording and editing software. Learners will need to practice their skills before assessment. At this level learners are typically able to, for example, record a short interview using a digital Dictaphone and edit it to create a sound clip to add to a web page.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught and assessed through various topic areas of interest to the learners.

Assessment will primarily come from tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	
	Video Software	Video Software	Video Software
	Audio Software	Audio Software	Audio Software
	Specialist Software	Specialist Software	Specialist Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (AV: Audio and Video Software).

Essential resources

Learners will require access to suitable sound recording equipment and editing software.

Indicative resource materials

Textbooks

Collins M – *Choosing and Using Audio and Music Software* (Elsevier Science & Technology, 2004) ISBN — 13 9780240519210, ISBN -10 0240519213

Websites

http://sounds.bl.uk/AudioTools.aspx

http://www.ehow.co.uk/facts_7198231_tools-audio-recording-software.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	using audio hardware and software to capture sequences
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using audio hardware and software to capture sequences
Manage information storage	storing and retrieving sequences using pre-set file formats
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	combining information of different forms or from different sources, in line with any copyright constraints
Select information from a variety of ICT sources for a straightforward task	combining information of different forms or from different sources, in line with any copyright constraints
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	using audio software tools to combine and edit sequences
Use appropriate software to meet requirements of straightforward data-handling task	using audio software tools to combine and edit sequences
Combine information within a publication for a familiar audience and purpose	combining information of different forms or from different sources, in line with any copyright constraints

Unit 114: Video Software

Unit code: 114

Unit reference number: K/502/4392

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic video software tools and techniques appropriately to record and edit straightforward or routine video sequences. Any aspect that is unfamiliar will require support and advice from others.

Video software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be predefined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the file type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use video hardware and software to capture sequences	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
2 Use video software tools to combine and edit sequences	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
3 Play and present video sequences	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 playback video sequences
	3.4 Adjust playback and display settings so that sequences are presented to meet needs

Unit content

1 Use video hardware and software to capture sequences

Identify the input device and associated software: devices, webcam, video camera, microphone, mobile phone; software, built-in to the video device, for connecting and transferring to a personal computer

Use input devices and built-in video software: record scenes, select scenes for download; transfer methods, copy and paste, file download eg connect USB lead, drag and drop

Identify the file format used by the input device: identify formats, generated by the device used by the software eg mpeg, wmv, quicktime, DivX, realvideo, shockwave flash

Store and retrieve sequences using pre-set file formats: file create, name, open, save, save as, print, close, find

2 Use video software tools to combine and edit sequences

Identify the video editing software to use: device specific software, generic software

Cut and paste short sequences: specially recorded, existing; short (less than 2 minutes); mode eg b&w

Combine information of different forms or from different sources: video clips into presentations, add audio tracks

Identify copyright constraints: effect of copyright law on video or sound downloads or use of other peoples' work, acknowledgment of sources; avoiding plagiarism; licenses and permissions

3 Play and present video sequences

Identify appropriate playback software: device specific software, generic software

Identify the display device to use: PC, laptop, video camera, mobile phone, handheld video device eg CD player, iPod

Select and use a combination of software and display device: choose appropriate software to match video format and device

Adjust playback and display settings: playback controls, start, stop, fast forward, rewind, pause; sound volume; screen size, thumbnail, quarter screen, full screen; visual quality, contrast, brightness, colour, resolution

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as planning, producing and displaying a video for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations and video clips, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Digital Lifestyle	Video Software	Video Software	Video Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Audio Software	Audio Software	Audio Software
	Using Mobile IT Devices	Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (AV: Audio and Video Software).

Indicative resource materials

Textbooks

The textbooks and/or websites that are useful depends on the hardware and software used. The hardware and software manufacturers' user guides and resources will often be sufficient for the level of work required in this unit. Third party user guides and generic tutorials are also available for most software packages. eg

Darkin C – The Really, Really, Really Easy Step-by-step Guide to Creating and Editing Digital Videos Using Your Computer (New Holland Publishers Ltd, 2009) ISBN-10 1847734235 ISBN-13 978-1847734235

Underdahl K – *Digital Video For Dummies* (John Wiley & Sons, 2006) ISBN-10 0471782785 ISBN-13 978-0471782780

Websites

www.umsl.edu/~tlc/Educast/Curriculum/techniques.htm

www.mediacollege.com/video/

www.videomaker.com/learn/post-production/video-editing

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying the input device and associated software to use identifying the file format used by input devices identifying the video editing software to use for the file format identifying the display device to use for the sequence
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using input devices and built-in video software to record information to meet needs cut and paste short sequences to meet needs
Manage information storage	storing and retrieving sequences using pre-set file formats
Follow and demonstrate understanding of the need for safety and security practices	identifying copyright constraints on using others' information
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	using input devices and built-in video software to record information to meet needs cut and paste short sequences to meet needs
Use appropriate software to meet requirements of straightforward data-handling task	selecting and using appropriate combination of software and display device to playback video sequences
Combine information within a publication for a familiar audience and purpose	combining information of different forms or from different sources

Unit 115:   Bespoke Software

Unit code: 115

Unit reference number: A/502/4395

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use basic bespoke software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Bespoke software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the data type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input, organise and combine information using bespoke software	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
2 Use tools and techniques to edit, process, format and present information	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 content

1 **Input, organise and combine information using bespoke software**

Types of bespoke information: information will vary according to the software eg text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables

Inputting information: inputting tools and techniques will vary according to the technology being used eg interface devices: keyboard, mouse, stylus, touch screen; microphone eg headset, built-in; camera eg web cam, video camera, mobile phone camera

Combining information techniques: insert, size, position, wrap, order, group

Guidelines for the storage and use of data: set by employer or organisation; policies relating to security, backup and data protection; guidelines for data format, file management; compliance, audit and reporting requirements

Data entry error messages: as generated by the software in use due to eg field size, data type, validation checks; using help

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

Editing techniques: techniques will vary according to the software and task eg select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch

Processing techniques: techniques will vary according to the software and task eg sort, pre-set queries, simple operator formulas, charts and graphs

Formatting techniques: techniques will vary according to the software and task eg characters, lines, paragraphs, pages, file type

Check bespoke information: checks will vary according to the type of information and software, but could include: spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound

Presentation methods: methods will vary according to the software and task eg on screen display, publishing on a web site, hard copy print out, digital file; organisational house style, branding

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use the bespoke software at a basic level. Learners will need to practice their skills before assessment. This unit can be taught in conjunction with other units as appropriate.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit will be taught through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using Productivity Tools and Applications (BS: Bespoke or Specialist Software).

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	inputting, organising and combining information using bespoke software
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using appropriate tools and techniques to edit, process and format information
Manage information storage	following local and/or legal guidelines for the storage and use of data
Follow and demonstrate understanding of the need for safety and security practices	following local and/or legal guidelines for the storage and use of data
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	inputting, organising and combining information using bespoke software
Select information from a variety of ICT sources for a straightforward task	organising and combining information of different forms or from different sources
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	using appropriate tools and techniques to edit, process and format information
Use appropriate software to meet requirements of straightforward data-handling task	inputting, organising and combining information using bespoke software
Combine information within a publication for a familiar audience and purpose	organising and combining information of different forms or from different sources

Unit 116: Specialist Software

Unit code: 116

Unit reference number: L/502/4398

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use basic specialist software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Specialist software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the data type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input, organise and combine information using specialist software	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
2 Use tools and techniques to edit, process, format and present information	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 content

1 **Input, organise and combine information using specialist software**

Input relevant information into existing templates and/or file: input tools, interface devices (keyboard, mouse, stylus, touch screen), microphone (headset, built-in), camera (web cam, video camera, mobile phone camera); information types, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables

Organise and combine information: insert, re-size, position, wrap, order, group

Follow local and/or legal guidelines for the storage and use of data: set by employer or organisation, policies relating to security, backup and data protection; guidelines for data format; compliance, audit and reporting requirements, file management appropriate to applications used

Respond appropriately to error messages: follow on-screen dialogues and instructions

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

Use appropriate tools and techniques: editing, select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch; processing sort, pre-set queries, simple operator formulas, charts and graphs; formatting, characters, lines, paragraphs, pages, file type

Check information meets needs, making corrections as necessary: appropriate checks for the software used eg, spell check, grammar check, accuracy of figures, labelling and size of images, volume of sound

Use appropriate presentation methods and accepted layouts: selection according to task (on-screen display, publishing on a web site, hard copy print out, digital file); organisational house style, branding

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as producing documents, presentations or web pages for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations and hard copies of documents, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Presentation Software	Presentation Software	Presentation Software	Presentation Software
	Website Software	Website Software	Website Software
		Specialist Software	Specialist Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (BS: Bespoke or Specialist Software).

Indicative resource materials

Textbooks

The textbooks and/or websites that are useful depends on the software used. The software manufacturer's user guides and resources will often be sufficient for the level of work required in this unit. Third party user guides and generic tutorials are also available for most packages, for example:

Jenkins S – *Web Design All-in-one For Dummies* (John Wiley & Sons, 2009)
ISBN-10 047041796X, ISBN-13 978-0470417966

Websites

desktoppub.about.com

www.tutorialized.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	inputting relevant information accurately into existing templates and/or files so that it is ready for processing responding appropriately to data entry error messages
Manage information storage	organising and combining information of different forms or from different sources
Follow and demonstrate understanding of the need for safety and security practices	following local and/or legal guidelines for the storage and use of data where available
ICT — Finding and selecting information	
Select information from a variety of ICT sources for a straightforward task	inputting relevant information accurately into existing templates and/or files so that it is ready for processing
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	inputting relevant information accurately into existing templates and/or files so that it is ready for processing
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate tools and techniques to edit, process or format information
Evaluate own use of ICT tools	check information meets needs, using IT tools and making corrections as necessary

Unit 117: Computerised Accounting Software

Unit code:	117
Unit reference number:	F/502/4401
Level:	1
Credit value:	2
Guided learning hours:	15

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic accounting software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Accounting software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the document type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Access, enter and edit accounting information	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
2 Use tools and techniques to process business transactions	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
3 Produce accounting documents and summary reports to meet requirements	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 content

1 **Access, enter and edit accounting information**

Characteristics of accounting data: unique references, codes, statutory requirements eg Statements of Standard Accounting Practice (SSAPs), Financial Reporting Standards; editing restrictions

Enter accounting data: use of data entry form and wizards; add/amend record eg sales/purchase order, invoice

Locate and display: search, sort, filter, print records

Check data: spell check, format, consistency, accuracy, remove duplication, verify data; edit details; check calculations; check coding

Security risks and procedures: access control; authorised use, confidentiality, protection of personal data, password protection and management, user authentication

Guidelines for the storage and use of data: set by employer or organisation, policies relating to security, backup and data protection; guidelines for data format and file management; compliance, audit and reporting requirements

2 **Use tools and techniques to process business transactions**

Tools and techniques: as appropriate to the software used

Process transactions: types of transactions eg post invoices, receipts, payments, journal entries; number of items eg single items, batches; source eg bank statement, cheque book, paying-in book

Transaction errors and problems: problems eg duplication; using help; limits of own responsibility; process for reporting errors and problems

3 **Produce accounting documents and summary reports to meet requirements**

Accounting documents: will vary according to task eg invoice, sales order, purchase order, statement; output medium eg screen, printed, email

Management reports: will vary according to task eg audit trail, customer activity, day book, aged debtor, aged creditor

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use accounting software at a basic level. Learners will need to practice their skills before assessment. At this level learners are typically able to enter data using data entry forms and produce a variety of reports from existing data.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught and assessed through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Spreadsheet Software	IT Software Fundamentals	IT Software Fundamentals	Spreadsheet Software
	Spreadsheet Software	Spreadsheet Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (CAS: Computerised Accounting Software).

Essential resources

Learners will require access to suitable accounting software such as Sage.

Indicative resource materials

Textbooks

Cox D — *Basic Accounting 1 Tutorial* (Osborne Books, Limited (2010)) ISBN-10 1905777248

Mullis D — *The Accounting Game: Basic Accounting Fresh from the Lemonade Stand* (Sourcebooks (2008)) ISBN-10 1402211864

Website

www.ehow.co.uk/how_6549112_basic-accounting-tutorial.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	producing accounting documents and summary reports to meet requirements
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using tools and techniques to process business transactions
Manage information storage	following local and/or legal guidelines for the storage and use of data
Follow and demonstrate understanding of the need for safety and security practices	identifying the risks to data security and procedures used for data protection
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	locating and displaying accounting data records to meet requirements
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering accounting data accurately into records to meet requirements checking data records meet needs using IT tools, making corrections as necessary
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate tools and techniques to process transactions
Combine information within a publication for a familiar audience and purpose	producing accounting documents and summary reports to meet requirements

Unit 118:   Database Software

Unit code: 118

Unit reference number: H/502/4553

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use database software tools and techniques to:

- enter straightforward or routine information into a database;
- set up a single table in a flat file database;
- retrieve information by running routine queries; and
- produce reports using predefined menus or short cuts.

The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support and advice from others.

Database tools and techniques will be described as 'basic' because:

- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting will be straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Enter, edit and organise structured information in a database	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
2 Use database software tools to extract information and produce reports	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 pre-defined database reports

Unit content

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

Database components: what types of information are stored eg tables, forms, queries, reports

Enter structured data: table structure eg fields, records; use of data entry form; create new record; add record to table

Locate and amend: find, search and replace; sort; wildcards

Data entry errors: due to field size, data type, validation checks; using help

Check data using IT tools: spell check, format; accuracy, consistency

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

Information requirements: simple eg sorted list, based on single criterion

Database queries: alphanumeric sort, filter, single criterion

Database reports: using menus, wizards or shortcuts

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use database software at a basic level. Learners will need to practice their skills before assessment. This unit can be taught in conjunction with other units eg Data Management Software.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	Database Software
	Data Management Software	Database Software	Data Management Software
		Data Management Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using Productivity Tools and Applications (DB: Database Software).

Essential resources

Learners will need access to relevant software (Microsoft Access or similar), plus hardware capable of running the software (including a printer).

Indicative resource materials

Websites

http://office.microsoft.com/training

www.tutorialsforopenoffice.org/category_index/base.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying queries which meet information requirements
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	entering, editing and organising structured information in a database
Manage information storage	creating a database table for a purpose using specified fields
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	running simple database queries
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, editing and organising structured information in a database
Use appropriate software to meet requirements of straightforward data-handling task	using database software tools to extract information and produce reports

Unit 119:   Data Management Software

Unit code: 119

Unit reference number: F/502/4558

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic data management software tools and techniques to:

- enter straightforward or routine information using pre-set data-entry screens;
- retrieve information by running predefined methods; and
- produce reports using predefined menus or short cuts.

The tools and techniques will be described as 'basic' because:

- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting data will be straightforward or routine.

The structure and functionality of the data management system will be predefined. Any aspects that are unfamiliar will require support and advice from others.

Data management software is often implemented on relational database systems by providing predefined file and record structures, processes, reports and data-entry screens. This unit is about the use of these predefined objects.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Enter, edit and maintain data records in a data management system	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
2	Retrieve and display data records to meet requirements	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 content

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

Security procedures: access control, authorised use, password protection and management, user authentication

Enter data: use of data entry form, create new record, add record to table

Amend data records: find, search and replace, edit record, sort, use wildcards

Check data records: spell check, validate eg age within defined limits

Error messages: due to field size, data type, validation checks; duplicate records; format; using help

Guidelines for the storage and use of data: set by employer or organisation, policies relating to security, backup and data protection; guidelines for data format, file management; compliance, audit and reporting requirements

2 **Retrieve and display data records to meet requirements**

Search and retrieve: alphanumeric sort, filter, single criterion, standard queries

Reports: accessing reports that have already been run, using menus or shortcuts, report templates to produce standard reports based on current data

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use data management software at a basic level. Learners will need to practice their skills before assessment. This unit can be taught in conjunction with other units eg Database Software, Spreadsheet Software.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught and assessed through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Spreadsheet Software	IT Software Fundamentals	IT Software Fundamentals	Database Software
	Database Software	Database Software	Data Management Software
	Spreadsheet Software	Data Management Software	Spreadsheet Software
		Spreadsheet Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DMS: Data Management Software).

Essential resources

Learners will require access to suitable data management software such as Microsoft Access.

Indicative resource materials

Websites

http://office.microsoft.com/training

www.tutorialsforopenoffice.org/category_index/base.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying which report to run to output required information
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	entering, editing and maintaining data records in a data management system
Manage information storage	following local and/or legal guidelines for the storage and use of data
Follow and demonstrate understanding of the need for safety and security practices	following local and/or legal guidelines for the storage and use of data
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	searching for and retrieving information using predefined methods to meet given requirements
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, editing and maintaining data records in a data management system
Use appropriate software to meet requirements of straightforward data-handling task	entering, editing and maintaining data records in a data management system

Unit 120: Design Software

Unit code:	120
Unit reference number:	M/502/4572
Level:	1
Credit value:	3
Guided learning hours:	20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic design software tools and techniques appropriately to produce straightforward or routine designs. Any aspect that is unfamiliar will require support and advice from others.

Design software tools and techniques will be defined as 'basic' because:

- the range of inputting, manipulation and outputting techniques will be straightforward or routine;
- the software tools and functions involved will be predefined or commonly used;
- the type and structure of the task will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for designs	1.1 Identify what designs are needed
	1.2 Obtain, insert 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 for different forms 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 image files effectively, in line with local guidelines and conventions where available
2 Use design software tools to create, manipulate and edit designs or images	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 appropriate

Unit content

1 **Obtain, insert and combine information for designs**

Designs: will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

Prepare designs: size, crop and position

Combining information techniques: insert, size, position, wrap, order, group

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Context for designs: contexts will vary according to the software and task eg on-screen display, publishing on a website, hard-copy printout, digital file

File format for designs: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use design software tools to create, manipulate and edit designs or images**

Create designs: draw basic shapes; change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

Check designs: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software* and has particularly close links with *Unit 121: Imaging Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software

Entry Level 3	Level 1	Level 2	Level 3
Word Processing Software	Presentation Software	Multimedia Software	Multimedia Software
	Spreadsheet Software	Presentation Software	Presentation Software
	Website Software	Spreadsheet Software	Spreadsheet Software
	Word Processing Software	Website Software	Website Software
	Imaging Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DIS: Design and Imaging Software).

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

Website

http://office.microsoft.com/en-gb/clipart/default.aspx

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what designs are needed
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using suitable tools and techniques to create designs using appropriate tools and techniques to manipulate and edit designs
Manage information storage	storing and retrieving image files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying what designs are needed identifying what generic copyright and other constraints apply to the use of designs
Select information from a variety of ICT sources for a straightforward task	obtaining, inserting and preparing designs to meet needs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	combining information for different forms or from different sources for designs
Evaluate own use of ICT tools	checking designs meet needs, using IT tools an making corrections as appropriate

Unit 121: Imaging Software

Unit code: 121

Unit reference number: J/502/4612

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic imaging software tools and techniques appropriately to produce straightforward or routine images. Any aspect that is unfamiliar will require support and advice from others.

Imaging software tools and techniques will be described as 'basic' because:

- the range of inputting, manipulation and outputting techniques will be straightforward or routine;
- the software tools and functions involved will be predefined or commonly used;
- the type and structure of the task will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for images	1.1 Identify what images are needed
	1.2 Obtain, insert 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 for different forms 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 image files effectively, in line with local guidelines and conventions where available
2 Use imaging software tools to create, manipulate and edit designs or images	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 appropriate

Unit content

1 **Obtain, insert and combine information for images**

Images: will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

Prepare images: size, crop and position

Combining information techniques: insert, size, position, wrap, order, group

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Context for images: contexts will vary according to the software and task eg on-screen display, publishing on a website, hard-copy printout, digital file

File format for images: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use imaging software tools to create, manipulate and edit designs or images**

Create images: draw basic shapes; change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

Check images: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software* and has particularly close links with *Unit 120: Design Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screenshots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Presentation Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Presentation Software	Presentation Software
	Website Software	Spreadsheet Software	Spreadsheet Software
	Word Processing Software	Website Software	Website Software
	Design Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using Productivity Tools and Applications (DIS: Design and Imaging Software).

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

Website

http://office.microsoft.com/en-gb/clipart/default.aspx

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what images are needed identifying the context in which the images will be used
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	obtaining, inserting and preparing images to meet needs using suitable tools and techniques to create images using appropriate tools and techniques to manipulate and edit images
Manage information storage	storing and retrieving image files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying what images are needed identifying what generic copyright and other constraints apply to the use of designs
Select information from a variety of ICT sources for a straightforward task	obtaining, inserting and preparing images to meet needs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	combining information for different forms or from different sources for images
Evaluate own use of ICT tools	checking images meet needs, using IT Tools and making corrections as appropriate

Unit 122: Drawing and Planning Software

Unit code:	122
Unit reference number:	J/502/4609
Level:	1
Credit value:	2
Guided learning hours:	15

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use basic tools and techniques to produce straightforward or routine drawings and plans. Any aspects that are unfamiliar will require support and advice.

2D drawing and planning software tools and techniques will described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input, organise and combine information for drawings or plans	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
2 Use tools and techniques to edit, manipulate, format and present drawings or plans	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 content

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

Identify what elements will be needed: identify shapes appropriate to a required outcome including (flow chart shapes, building plan shapes); other elements, graphic elements (lines, arrows, borders, backgrounds, clip art), text, numbers

Identify which template or blank document to use: blank documents; default page templates, other existing templates; working from an example document

Select appropriate elements to meet needs: predefined elements, galleries, toolbars, fonts

Input the relevant shapes and other elements: interface devices (keyboard, mouse, stylus, touch screen), microphone (headset, built-in), camera including (web cam, video camera, mobile phone camera)

Identify what copyright constraints apply: effects of copyright law on music downloads or use of other people's images; acknowledgment of sources; plagiarism; licensing and permissions

Combine information of different types or from different sources: insert, re-size, position, wrap, order, group

Store and retrieve drawing files effectively: file create, name, open, save, save as, print, close, find

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

Identify what drafting guides to use: grid, snap to grid, snap to shape

Use appropriate software tools to manipulate and edit: editing, select, insert, delete, cut, copy, paste, drag and drop, find, replace; text, font, colour, alignment; shapes, size, colour, orientation, connections to other shapes and elements; add labels

Select and use appropriate software tools for formatting: text, font, paragraphs, text block, tabs, bullets; lines. width, length, colour, endings, beginnings; drawing elements, fill, shadow, corners; connections between shapes and other elements

Check drawings and plans, making corrections as necessary: spell check, grammar check, accuracy of numbers, labelling and size of shapes, connections between shapes and other elements

Use appropriate presentation methods and accepted page layouts: selection according to task, (on-screen display, publishing on a web site, hard copy print out, digital file); organisational house style, branding

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as producing drawings and plans for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily be a mix of observations and hard copies of plans and drawings, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Design Software	Design Software	Design Software
Desktop Publishing Software	Imaging Software	Imaging Software	Imaging Software
Presentation Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Presentation Software	Presentation Software	Presentation Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DPS: 2D Drawing and Planning Software).

Indicative resource materials

Textbooks

The textbooks and/or websites that are useful depends on the art package(s) used. The software manufacturer's user guides and resources will often be sufficient for the level of work required in this unit. Third party user guides and tutorials are also available for most packages, for example:

Bauer P – *Photoshop CS5 For Dummies* (John Wiley & Sons, 2010)
ISBN-10 0470610786, ISBN-13 978-0470610787

Peck A – *Beginning GIMP: From Novice to Professional, 2nd Edition* (APRESS, 2008)
ISBN-10 1430210702   ISBN-13 978-1430210702

Websites

www.gimp.org/tutorials

www.tutorialized.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what types of 2D shapes and other elements will be needed identifying which template or blank document to use
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	input the relevant shapes and other elements into existing template or blank documents so that they are ready for editing and formatting
Manage information storage	storing and retrieving drawing files effectively
Follow and demonstrate understanding of the need for safety and security practices	identifying what copyright constraints apply to the use of shapes or other elements
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	gathering relevant information to assist with drawings and plans
Select information from a variety of ICT sources for a straightforward task	selecting the appropriate shapes, from those available, to meet needs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	input the relevant shapes and other elements into existing template or blank documents so that they are ready for editing and formatting
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software tools to manipulate and edit shapes and other elements using appropriate software tools to format shapes and other elements
Combine information within a publication for a familiar audience and purpose	combining information of different types or from different sources for drawings and plans
Evaluate own use of ICT tools	checking drawings and plans meet needs, using IT tools and making corrections as necessary

Unit 123: Desktop Publishing Software

Unit code: 123

Unit reference number: Y/502/4565

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others.

Publication tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use appropriate designs and page layouts for publications	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 available
	1.4 Select and use appropriate media for the publication
2 Input and combine text and other information within publications	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
3 Use desktop publishing software techniques to edit and format publications	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 appropriate

Unit content

1. **Select and use appropriate designs and page layouts for publications**

   Types of information: text, images, graphics, video, sound

   Page design and layout: organisation of information eg size, white space, columns, consistency, orientation

   Publishing guidelines: templates; house style eg branding, publication guidelines, styles, colours, font schemes

   Publication media: web, document, multimedia

2. **Input and combine text and other information within publications**

   Input information: use interface devices eg keyboard, mouse, scanner, stylus, touch screen, microphone, camera

   Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

   Combining information for publications: combine images with text and graphic elements eg insert, size, position, wrap, order, group; forms; graphic elements eg borders, lines, panels, shading, logos

   Store and retrieve: files eg create, name, open, save, save as, find

3. **Use desktop publishing software techniques to edit and format publications**

   Edit publications: eg drag and drop, copy and paste, find, replace, undo, redo, size, crop, position, use layout guides

   Format text: use existing styles and schemes eg font size, orientation, colour, alignment

   Manipulate images and graphic elements: eg size, crop, position, maintain proportion, border

   Control text flow: eg in columns, around images and graphic elements, between pages

   Check publishing outcomes: using software functions eg spellcheck; grammar check, word count; using manual techniques eg completeness, accuracy, orientation, layout, text alignment, formatting

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software*, *Unit 121: Imaging Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Presentation Software	IT Software Fundamentals	Design Software	Design Software
Spreadsheet Software	Design Software	Imaging Software	Imaging Software
Word Processing Software	Imaging Software	Desktop Publishing Software	Desktop Publishing Software

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DTP: Desktop Publishing Software).

Employer engagement and vocational contexts

Learners will need access to appropriate software to allow the production of different types of publications, eg desktop publishing software, multimedia software, and access to the internet. In addition learners must have access either to different types of information, eg graphic images, or to other sources of information.

Indicative resource materials

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what editing and formatting to use for publications
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting and using an appropriate page design and layout for publications selecting and using appropriate media for publications selecting and using appropriate techniques to edit publications and format text manipulating images and graphic elements accurately
Manage information storage	storing and retrieving publication files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying copyright constraints on using others information
Select information from a variety of ICT sources for a straightforward task	identifying what types of information are needed identifying what page design and layout will be required
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	inputting information into publications so that it is ready for editing and formatting inputting information into publications so that it is ready for editing and formatting
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	selecting and using appropriate media for the publication
Evaluate own use of ICT tools	checking publications meet needs, using IT tools and making correction as appropriate

Unit 124: Multimedia Software

Unit code: 124

Unit reference number: Y/502/4615

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

This unit is about the skills and knowledge required by an IT user to use a range of basic multimedia tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others.

Publication tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan the content and organisation of multimedia products	1.1 Use simple techniques to plan and communicate 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
2 Obtain, input and combine content to build multimedia outcomes	2.1 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
3 Use multimedia software tools to edit and format multimedia content to meet requirements	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
4 Play and present multimedia outcomes	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 content

1 **Plan the content and organisation of multimedia products**

Plan and communicate: eg flow chart, storyboard, sketches, timelines

Multimedia outcome: eg website, CD ROM, animation sequence, presentation

Multimedia specification: eg number of pages, features, audience, types of content

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

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

Inputting information: inputting tools and techniques will vary according to the technology being used eg interface devices eg keyboard, mouse, stylus, touch screen; microphone eg headset, built-in; camera eg web cam, video camera, mobile phone camera

Combining information techniques: insert; size; position; wrap; order; group

File format for multimedia outcomes: will vary according to the content, eg jpg for internet photo display, png for internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)

Store and retrieve: files eg create, name, open, save, save as, find

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

Edit publishing and multimedia outcomes: drag and drop; find; replace; undo; redo; size; crop and position; use layout guides

Manipulate images and graphics: size; crop; position; maintain proportion; border

Check multimedia outcomes: eg completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements

4 **Play and present multimedia outcomes**

Display multimedia outcomes: eg thumbnail, quarter screen, full screen

Navigation techniques: click; scroll; menus; sub-menus

Playback controls and display settings: playback controls eg start, stop, fast forward, rewind, pause; sound eg volume; screen size eg thumbnail, quarter screen, full screen; visual eg contract, brightness, colour, black and white

Display settings: visual eg brightness, contrast; sound eg volume, balance

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Design Software	Imaging Software	Imaging Software
Spreadsheet Software	Imaging Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Desktop Publishing Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (MM: Multimedia Software).

Essential resources

Learners will need access to computer hardware with appropriate accessories, such as cameras, scanners and printers, and to appropriate software such as Director, Flash, Dreamweaver, Fireworks or Adobe PhotoShop/Image Ready.

Indicative resource materials

Textbooks

Adobe Creative Team – *Adobe Illustrator CS4 Classroom in a Book* (Adobe, 2008) ISBN-10 0321573781
Adobe Creative Team – *Adobe Photoshop CS4 Classroom in a Book* (Adobe, 2008) ISBN-10 032157379X

Gatter M — *Software Essentials for Graphic Designers: Photoshop, Illustrator, InDesign, QuarkXPress, Dreamweaver, Flash and Acrobat* (Laurence King, 2006) ISBN-10 1856694992

Websites

www.adobe.com
www.gimp.org

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying the type of multimedia outcome to meet requirements
	identifying what is required in the specification
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	manipulating images and graphic elements accurately
	selecting and using appropriate techniques to edit and format multimedia outcomes
Manage information storage	store and retrieve multimedia files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	using simple search techniques to plan and communicate the content and organisation of multimedia products
Select information from a variety of ICT sources for a straightforward task	selecting information from different sources for a straightforward task
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering, developing and refining different types of information using appropriate software whilst fulfilling the learning outcomes of this unit
Use appropriate software to meet requirements of straightforward data-handling task	selecting and using appropriate software to write multimedia files
Combine information within a publication for a familiar audience and purpose	combining information of different types or from different sources for multimedia outcomes
Evaluate own use of ICT tools	checking multimedia outcomes meet needs, using IT tools and making corrections as necessary

Unit 125:   Presentation Software

Unit code: 125

Unit reference number: K/502/4621

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

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

Presentation tools and techniques at this level are described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified.

However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation
	1.2 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 copyright or other constraints on using others' information
	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
2 Use presentation software tools to structure, edit and format slides	2.1 Identify what slide template to use
	2.2 Select and use an appropriate template to structure slides
	2.3 Select and use appropriate tools and techniques to edit slides
	2.4 Select and use appropriate tools and techniques to format slides
3 Prepare slides for presentation	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 appropriate

Unit content

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

Types of information: eg text, numbers, images, graphics

Combine information for presentations: eg images, charts, tables with text, text boxes

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Store and retrieve: files eg create, name, open, save, save as, find

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

Presentation slide structure: eg layout; existing templates; designs and styles; organisational guidelines

Editing techniques for presentation: eg drag and drop, find, replace, undo, redo, size, crop, position, wrap text, add lines, simple shapes, cut, copy, paste

Formatting techniques for presentation slides: eg bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

3 **Prepare slides for presentation**

Present slides: timing; transition; content; structure; meaning; organisation of information; audience needs

Prepare slides: view; reorder; rehearse timing; print eg slides, handouts, speaker notes

Check slides: spellcheck; grammar check; word count; orientation; layout; slide order; text eg alignment, formatting; accuracy

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Spreadsheet Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Website Software	Presentation Software	Presentation Software
	Word Processing Software	Spreadsheet Software	Spreadsheet Software
	Imaging Software	Website Software	Website Software
		Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (PS: Presentation Software).

Essential resources

Learners should be presented with a variety of content to choose from, as well as an industry standard presentation application such as Microsoft PowerPoint or OpenOffice Impress.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource materials

Textbooks

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2006)
ISBN-10 0470040599

Website

www.openoffice.org/product/impress.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what types of information are required for the presentation identifying what slide templates to use
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting and using different slide layouts as appropriate for different types of information selecting and using appropriate tools and techniques to edit slides selecting and using appropriate tools and techniques to format slides
Manage information storage	storing and retrieving presentation files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying copyright or other constraints on using others' information
Select information from a variety of ICT sources for a straightforward task	selecting appropriate information to use in presentation slides
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering information into presentation slides so that it is ready for editing and formatting
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	combining information of different forms or from different sources for presentations
Evaluate own use of ICT tools	checking presentation meets needs, using IT tools and making corrections as appropriate

Unit 126:   Project Management Software

Unit code: 126

Unit reference number: K/502/4618

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT User to use a range of basic project management software tools and techniques to input and edit straightforward or routine information about projects. Any aspect that is unfamiliar will require support and advice from others.

At this level project management tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined in templates or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information is in response to prompts and is directed by the project manager.

This unit is not about managing a project although these standards may also be applicable to the project manager.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Create and define a project	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
2 Enter and edit information about project tasks and resources	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
	2.5 Apply a task calendar for scheduling tasks
	2.6 Enter and edit information about resources for use in the project
	2.7 Mark any dependencies between tasks
	2.8 Assign resources to tasks
3 Update information about project progress	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
4 Select and use appropriate tools and techniques to display and report on project status	4.1 Use filtering and formatting techniques to display project information to meet needs
	4.2 Select and generate project reports using pre-defined formats to meet needs

Unit content

1 **Create and define a project**

Project management software: functions eg planning, organising, monitoring of projects; components eg scheduling facility, calendar, task lists, charts and graphs

Project information: tasks, timescales, resources, stages; sources of information eg provided by the person responsible for the project

Store and retrieve: files eg create, name, open, save, save as, print, close, find

Local guidelines: as laid down by the organisation (where applicable) eg security procedures, file naming conventions

2 **Enter and edit information about project tasks and resources**

Task types: eg fixed cost, fixed duration, fixed work

Task information: duration, status, set reminders eg for review, for action

Task calendar: working-time calendar, holidays

Project resources: people, time, costs, equipment

Dependencies: sequence of tasks, which tasks are dependent on the completion of others

3 **Update information about project progress**

Editing techniques: appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Task status: eg complete, in progress, not yet started

Resource information: eg stock levels, reorder points, quality, any additional resources required identified

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

Filtering and formatting: eg selected by single criterion, sorted, headings, layout, font, highlighting

Project information: eg task lists, resource assignment

Project reports: eg task progress, project progress, resource allocation and usage, costs

Essential guidance for tutors

Delivery

Learners will need to be aware of the stages of project development before using project management software to track and record project tasks. Whilst learners do not have to run and manage a project for assessment, the software tasks will be more meaningful if applied to a simple project.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. A single simple project can be used to gather evidence. Learners will need to be given a project brief with defined tasks, milestones, etc to set up appropriate files using the project management software and generate the required evidence.

It is advised that the learners keep a log of evidence recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (PM: Project Management Software).

Essential resources

Learners will require access to suitable project management software such as Microsoft Project.

Indicative resource materials

Textbooks

Michael W. Newell, Marina N. Grashina — *The project management question and answer book* ISBN-10 0814471641

Websites

www.hraconsulting-ltd.co.uk/project-management-book-0001.htm

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	creating and defining a project
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	entering and editing information about project tasks and resources
Manage information storage	storing and retrieving project management files
Follow and demonstrate understanding of the need for safety and security practices	storing and retrieving project management files in line with local guidelines for storage and use of data where applicable
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying the information about the project that must be included
Select information from a variety of ICT sources for a straightforward task	identifying the information about the project that must be included
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering and editing information about project tasks and resources
Use appropriate software to meet requirements of straightforward data-handling task	applying a task calendar for scheduling tasks
Combine information within a publication for a familiar audience and purpose	selecting and generating project reports using pre-defined formats to meet needs

Unit 127:   Spreadsheet Software

Unit code: 127

Unit reference number: A/502/4624

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from others.

Spreadsheet software tools and techniques will be described as 'basic' because:

- the range of data entry, manipulation, formatting and outputting techniques are straightforward;
- the tools, formulas and functions involved will be predetermined or commonly used (for example, sum, divide, multiply, take away and fractions); and
- the structure and functionality of the spreadsheet will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other data 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
2 Use appropriate formulas and tools to summarise and display spreadsheet information	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
3 Select and use appropriate tools and techniques to present spreadsheet information effectively	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 spreadsheet information meets needs, using IT tools and making corrections as appropriate

Unit content

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

Enter and edit spreadsheet data: numbers; text; rows and columns eg add, delete, cells eg enter data, edit, clear; replicate; find and replace

Spreadsheet structure: layout; components eg cells, rows, columns, charts

Store and retrieve: files eg create, name, open, save, save as, find

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

Analysis and interpretation of spreadsheet data: information eg totals, summary; order eg display, sorting; methods eg lists, tables, graphs, charts

Functions and formulas: simple formulas eg add, subtract, multiply, divide; design formulas; common functions eg Sum, Average, Round

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

Formatting techniques for spreadsheet cells: eg numbers, currency, percentages, decimal places, font, alignment, borders, shading

Formatting techniques for rows and columns in spreadsheets and tables: eg height, width, borders, shading

Formatting techniques for charts and graphs: chart type eg pie chart, bar chart, single line graph; titles; axis titles; legend

Page layout: eg size, orientation, margins, page numbers, date and time

Check spreadsheet data: accuracy eg numbers, text, formulas, results; suitability eg charts, graphs

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	IT Software Fundamentals	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (SS: Spreadsheet Software).

Essential resources

Learners will need access to relevant software (Microsoft Excel or similar, Microsoft Word or similar, packages compatible to allow combining of information).

Further useful resources would include sets of example spreadsheets with notes and solutions provided on a drive accessible to learners outside normal lesson time to give opportunity for independent study. It is probable that learning resource centres will also have purchased self-teach packages for spreadsheets and again access to these out of lesson time would be valuable.

Indicative resource materials

Textbooks

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) — with CD* (Microsoft Press, 2007) ISBN-10 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN-10 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org/kscope/techknowpark/FreeFall/Resources.html

www.openoffice.org/product/calc.html

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what numerical and other data is needed identifying which chart or graph type to use to display information
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using functions and formulas to meet calculation requirements using spreadsheet tools and techniques to summarise and display information
Manage information storage	storing and retrieving spreadsheet files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	searching for specific data to use in functions, formulas, graphs and charts
Select information from a variety of ICT sources for a straightforward task	selecting, and using appropriate tools and techniques to generate, develop and format charts and graphs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering and editing numerical and other data accurately
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	combining information from various sources to form calculations and present graphs and charts
Evaluate own use of ICT tools	checking spreadsheet information meets needs, using IT tools and making corrections as appropriate

Unit 128: Website Software

Unit code: 128

Unit reference number: L/502/4630

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar will require support and advice from others.

Website software tools and techniques will be described as 'basic' because:

- the software tools and functions involved will be predefined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the template used for the content will be predetermined or familiar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan and create web pages	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
2 Use website software tools to structure and format web pages	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 appropriate
3 Publish web pages to the internet or an intranet	3.1 Upload content to a website
	3.2 Respond appropriately to common problems when testing a web page

Unit content

1 **Plan and create web pages**

Purpose and intended audience: aims and observations of the web page; key features; user needs; information gathering eg questionnaire, surveys and interpret design and layout of web page to meet audience needs

Web page content and layout: web page content and layout will vary according to the template, but may include: text eg body text, headings, captions; images eg still photographs, diagrams; numbers eg tables, charts or graphs; background eg colours, gradients, patterns, textures

Web page templates: different template layouts contain different areas and are good for showing different things eg a page showing a blog would need a different template to a photo gallery page eg different size space for a page title, different sized spaces for an image, different sized area for text

Combine different types of information: combine images with text eg photo and captions; presentation with audio and/or video; numbers with charts and graphs

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

File types and software: text eg rtf, doc, pdf; images eg jpeg, tiff, psd; charts and graphs eg xls; sound eg wav, MP3

Store and retrieve: files eg create, name, open, save, save as, find

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

Editing techniques for different types of information: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Website features: web page features will vary, but may include navigation eg action buttons, links, hot spots

Check web pages: spellcheck; grammar check; word count; image size, alignment and orientation; suitability of file format

3 **Publish web pages to the internet or an intranet**

Upload and publish web pages: upload content to a template. Use appropriate tools and methods to upload web pages to the internet or intranet. Publishing to a local host can also be an effective method

Problems with websites: problems may vary, but could include content that is not appropriate for the template or is missing, text that is not readable or is missing, images that are oriented or sized wrongly

Website testing: view web page using browser software

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software* and *Unit 129: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	IT Software Fundamentals	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

• Using Productivity Tools and Applications (WS: Website Software).

Essential resources

Learners will need to have access to website software that allows use of all of the different features listed in the unit content. They will also need to be able to upload their website and test it once it has been uploaded.

Free web page/website design software can be found at the following sites:

NetObjects Fusion

www.netobjects.com/html/essentials.html

Serif WebPlus SE (Product installation number: 2759829)

www.freeserifsoftware.com/software/WebPlus/default.asp

Evrsoft FirstPage

www.evrsoft.com/download.shtml

Personal WebKit 3.31

www.personalwebkit.com/downloads/index.php

Indicative resource materials

Textbooks

Adobe Creative Team – *Adobe Dreamweaver CS4 Classroom in a Book* (Adobe, 2008) ISBN-10 0321573811

Jenkins S – *Web Design All-in-one for Dummies* (John Wiley and Sons, 2009) ISBN-10 047041796X

Websites

www.w3schools.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what content and layout will be needed in the web page identifying what editing and formatting to use to aid both clarity and navigation
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting and using a website design template to create a single web page selecting and using website features to help the user navigate simple websites uploading content to a website
Manage information storage	storing and retrieving web files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	identifying copyright and other constraints on using others' information
Select information from a variety of ICT sources for a straightforward task	selecting information to be used in web pages
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	entering or inserting content for web pages so that it is ready for editing and formatting
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate website development tools to create simple web pages
Combine information within a publication for a familiar audience and purpose	organising and combining information needed for web pages
Evaluate own use of ICT tools	checking web pages meet needs, using IT tools and making corrections as appropriate

Unit 129: Word Processing Software

Unit code: 129

Unit reference number: L/502/4627

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT User to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.

Word processing tools and techniques will described as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Enter, edit and combine text and other information accurately within word processing documents	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 within 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
2 Structure information within word processing documents	2.1 Create and modify tables to organise tabular or numeric information
	2.2 Select and apply heading styles to text
3 Use word processing software tools to format and present documents	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 appropriate

Unit content

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

Types of information: eg text, numbers, images; other graphic elements eg lines, borders

Templates: eg agenda, memos, letters, faxes, brochures/leaflets, calendars

Input information: keyboard skills eg use the full range of keys; type accurately and efficiently, keyboard shortcuts; other input methods eg voice recognition, touch screen, stylus

Combine information: eg insert, size, position, wrap, order and group eg images, clipart, tables etc

Editing techniques: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Store and retrieve files; eg create, name, open, save, save as, find

2 **Structure information within word processing documents**

Tables and forms: add table; alter table structure eg insert and delete rows and columns, adjust column width

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

Formatting: paragraphs eg alignment, bullets, numbering, line spacing, borders, shading; character eg size, font style (typeface), colour, bold, underline, italic

Page layout: eg size, orientation, margins, page numbers, date and time

Page layout for documents: eg size, orientation, margins, columns, page breaks, page numbering; standard document layouts eg letter, memo

Check word processed documents: software tools eg spellcheck, grammar check, print preview; other eg font style and size, hyphenation, page layout, margins, line and page breaks, tables, accuracy, consistency

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity using IT*, *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software, Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software, Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software* and *Unit 128: Website Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	IT Software Fundamentals	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (WP: Word Processing Software).

Essential resources

Learners will need access to appropriate text processing software (Microsoft Word® or similar). In addition learners must have access to either different types of information, eg graphic images, or to other sources of information.

Learners should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Identify the ICT requirements of a straightforward task	identifying what types of information are needed in documents
	identifying what templates are available and when to use them
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	using keyboard or other input method to enter or insert text and other information
	using editing tools to amend document content
	creating and modifying tables to organise tabular or numeric information
Manage information storage	storing and retrieving document files effectively
ICT — Finding and selecting information	
Use search techniques to locate and select relevant information	searching for information that will be used in word processing documents
Select information from a variety of ICT sources for a straightforward task	selecting information that will be used in word processing documents
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	using keyboard or other input method to enter or insert text and other information
	creating and modifying tables to organise tabular or numeric information
Use appropriate software to meet requirements of straightforward data-handling task	using appropriate software associated to any of the learning outcomes to meet the requirements of a straightforward data-handling task
Combine information within a publication for a familiar audience and purpose	combining information of different types or from different sources within a document
Evaluate own use of ICT tools	checking documents meet needs using IT tools and making corrections as appropriate

Unit 130: Internet Safety for IT Users

Unit code: 130

Unit reference number: H/502/9154

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by the IT user to work safely and responsibly online in the context of activities that are routine and familiar.

As a result of this unit, the candidate will understand the risks of working online and be able to take appropriate precautions to safeguard themselves and others and protect data and IT systems.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the risks that can exist when using the Internet	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
2 Know how to safeguard self and others when working online	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 cyber bullying
3 Take precautions to maintain data security	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
4 Follow legal constraints, guidelines and procedures which apply when working online	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

*Identify when and how to report online safety issues

*Identify where to get online help and information on e-safety

Unit content

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

Risks to user safety and privacy: safety concerns eg cyber-bullying, cyber harassment, grooming, linking to or communicating with strangers; releasing personal information eg name and address, school name, personal photographs; arranging physical meetings; exposure to inappropriate material eg in the areas of sex, drugs, violence, hate groups, gambling, extreme views, illegal material; privacy concerns eg identity theft, phishing, spyware, cookies, local shared objects (flash cookies), misuse of personal images, misuse of personal communications

Risks to data security: malware eg viruses, keyloggers, spyware; accidental damage or deletion eg human error, hardware malfunction or failure; deliberate damage or deletion eg by disgruntled staff, by intruders, theft of hardware; data theft eg by employees, by intruders

Risks to system performance and integrity: malware; adware; internet based attacks eg open WiFi or Bluetooth points; no firewall or incorrect settings

Minimising internet risks: system methods eg firewall, encryption, access rights, passwords; anti-malware eg for viruses, spyware, adware; avoiding risky web sites using eg site blacklists, browser plug-ins, content advisors

Reliability of information on websites: indicators of reliability eg intention of author, advertising, education, entertainment, sharing personal   experiences; authority of author eg qualifications, links to other reliable sites, a recognised name, has history of other sites or publications on the subject); date eg recent for current information, a relevant date for historical information; appropriate keywords; similarity of information to that on other sites

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

Precautions to ensure safety and privacy: checking site security eg https, certificates; software settings eg safe search, parental controls, browser security, browser privacy, cookie control; anti-malware settings eg auto-scan of attachments and downloads, warnings of known attack sites; behaviour eg respecting others' confidentiality, using appropriate language, not posting inappropriate or indiscrete images, reporting inappropriate behaviour from others

Protecting personal information online: methods eg strong passwords on accounts, anti-phishing software, privacy settings on social sites, encryption of on-line data stores

Checks on others' online identity: information card system eg Microsoft CardSpace, Higgins project; third party checks eg with mutual contacts, through a trusted agency, direct confirmation via live web cam

Forms and features of cyber bullying: direct attacks; impersonation eg signing victims up for pornography or junk mailings, sending malicious messages in their name; theft eg passwords, emails, text messages; sending malware eg viruses, spyware; harassment eg spamming with multiple emails or instant messages, posting malicious messages on blogs, forums, chatrooms, social sites

3 **Take precautions to maintain data security**

Maintaining data security: methods eg prevent malware attacks by using antivirus and anti-spyware; reduce risks of accidental or deliberate damage eg making backups, restricting user access rights, file and system passwords; prevent external attacks by using a firewall; data encryption

Maintaining system performance and integrity: methods eg firewall, use of WAP etc. for WiFi access points, set Bluetooth mode to non-discoverable

Browser safety and security settings: settings are browser dependant and may have different names and effects in different browsers; settings eg JavaScript, cookies, history, temporary files, anti-phishing, attack site warnings, download warning and confirmation, encryption level, site certificate handling, parental controls, private browsing

Client software safety and security settings: settings are software dependant and may have different names and effects in different clients software packages; types of client eg browser, email, VoIP, RSS feed, chat, on-line game; settings eg as for browsers; filters eg content, spam, junk mail, scams, suspect origin; keyboard shortcuts; history eg conversations, downloads, contacts; web cam and microphone; login and authentication

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

Legal constraints on uploading and downloading: digital rights eg copyright; licensing, data protection act; permissions and exemptions eg education, reviews, comments, quotes

Legal constraints on online behaviour: net crime laws eg spamming, e-impersonation, copyright infringement, hacking, posting illegal obscene or offensive materials, harassment, hate speech)

Guidelines and procedures for the safe use of the internet: precautions eg preserving anonymity, privacy settings, pseudonyms, proxies; block attacks eg use anti-malware, firewall; safeguard others eg respecting confidentiality, reporting illegal or malicious behaviour

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting evidence can be collected.

Assessment

Although this unit is task based it should be possible to achieve the criteria within one set context, such as role playing an advisor to a club, society or other organisation where activities involve young people having access to the Internet.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Much of the assessment evidence may come in the form of observations, although class discussions, role play, presentations, posters and other written work may be effective.

It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT Security for Users	IT Security for Users
Using the Internet	IT Communication Fundamentals	Using Email	Using Email
Using Email	Using the Internet	Using the Internet	Using the Internet
The Internet and World Wide Web	Using Email		

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria.

Indicative resource materials

Textbooks

Hastings T, *Internet Safety Skills* – (Leckie & Leckie, 25 Oct 2007)
ISBN-10 1843725789 ISBN-13 978-1843725787

Websites

www.briansmithonline.com/safety/index.htm

www.computer-security.org.uk/

www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/Internetsafety/index.htm

www.kidscape.org.uk/

www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

www.microsoft.com/security/default.aspx

www.safenetwork.org.uk

Functional Skills — Level 1

Skill	When learners are …
ICT — Using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	investigating privacy and security settings on a range of software
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	investigating the reliability of web sites as information sources
Select information from a variety of sources to meet requirements of a complex task	preparing presentations on privacy and security
ICT — Developing, presenting and communicating information	
combine and present information in ways that are fit for purpose and audience	delivering a presentation on an aspect of Internet usage

Unit 131: Using a Keyboard

Unit code: 131

Unit reference number: J/502/9311

Level: 1

Credit value: 1

Guided learning hours: 10

Unit summary

This unit is about the skills and knowledge required by the IT User to use the full functionality of a computer keyboard and to key in and edit information accurately. As a result of this unit, learners will be able to navigate and control the user interface using keyboard commands, without the aid of a mouse or other pointing device. They will also learn the keyboard shortcuts for a particular software application.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use a keyboard to enter and edit alphanumeric information accurately	1.1 Input information accurately using alphanumeric, punctuation and special character keys as required
	1.2 Use shift, caps lock, spacebar and tab keys as appropriate
	1.3 Check the accuracy of information, using the keyboard to edit and make corrections as required
2 Use a keyboard to access and navigate software applications	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 content

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

Input information accurately: keys eg alphanumeric, punctuation and special character keys, insert, delete, number lock

Keys: shift key eg upper case, special characters; spacebar; tab key

Check and edit information: checking accuracy eg proof reading, spell check, grammar check

2. Use a keyboard to access and navigate software applications

Application control: alt+tab for application switch; ctrl+esc or Windows key or other OS for applications list; Enter to open; ctrl+w to close a window, alt+f4 to close an application

Navigation keys: keys eg cursor keys, home, end, page up, page down, f10 for menu control; software specific keys

Improving efficiency: techniques and shortcuts eg drag and drop, text selection, file saving, window switching; software specific eg word processor, desk top publisher, art package, web authoring, spreadsheet

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting evidence can be collected.

Assessment

Although this unit is task based it should be possible to achieve the criteria within one set context, such as inputting and editing information whilst producing publications for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective, particularly for LO 2.3.

It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desk top publishing software	Word processing software	Word processing software	Improving productivity using IT
Word processing software	Improving productivity using IT	Word processing software	Word processing software

Essential resources

Learners will require individual access to a computer and appropriate software.

Indicative resource materials

Textbooks

Noel Kantaris and P.R.M. Oliver — *Easy PC Keyboard Shortcuts* (Bernard Babani Publishing, Aug 2004) ISBN-10: 0859345483, ISBN-13: 978-0859345484

Websites

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

http://en.wikipedia.org/wiki/Table_of_keyboard_shortcuts

http://windows.microsoft.com/en-US/windows-vista/Keyboard-shortcuts

http://mobileoffice.about.com/od/usingyourlaptop/qt/keyboardtips.htm

http://support.microsoft.com/kb/126449/en-us

Functional Skills — Level 1

Skill	When learners are …
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	inputting, checking and editing information.

Unit 202: IT User Fundamentals

Unit code: 202

Unit reference number: L/502/4207

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the selection and use of suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and take some responsibility for responding appropriately to IT errors and problems.

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

- the task or context is likely to require some preparation, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning), before an approach can be planned; and

- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use IT systems to meet a variety of needs	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
2 Manage information storage and retrieval appropriately	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
3 Follow and understand the need for safety and security practices	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
4 Maintain system and troubleshoot IT system problems	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 content

1 **Use IT systems to meet a variety of needs**

Procedures: start up, shut down procedures, eg log in, enter password, log out, shut down menu, lock, unlock; non-routine start-up, restart, safe mode, power management, stand-by

Interface features: eg windows, dialog box, menu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise, wizard, shortcuts

System settings: eg window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume, accessibility settings, date and time

Internet access: eg broadband, dial up, wireless, network, ISP

2 **Manage information storage and retrieval appropriately**

File handling: eg create, name, open, save, move, copy, rename, delete; display file lists, sort, search; properties, access control, size; create and name folders and subfolders, change default settings, file housekeeping

Organise and store: eg insert, remove, name, label, archive, share, permissions

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

Minimise risk: eg virus-checking software, anti-spam software, firewall

Safe working practices: eg protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Routine maintenance: cleaning: for different components of an IT system; replace printer consumables (paper, toner cartridge), print test page; align printer cartridge; delete unwanted data; disk housekeeping

Storage media: eg disk, CD, DVD, data/memory stick, media card, hard drive, network drive, mobile device

Data security: eg copies, backup, password, PIN; copyright; data protection

Maintain system and troubleshoot IT system problems

Maintain system: manufacturer's guidelines; what maintenance can be completed safely; what should be left to experts; what problems may arise if maintenance is not completed; delete unwanted files; cleaning: for different components of an IT system; to maintain functionality; to maintain appearance; printer: replace printer consumables eg paper, toner cartridge; print test page, align cartridge

Troubleshoot: problems eg program not responding, error dialogue, storage full, paper jam; finding solutions to these problems

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 206: IT Communication Fundamentals*, *Unit 207: Using the Internet*, *Unit 209: Using Email* and *Unit 208: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT Communication Fundamentals	IT User Fundamentals	Using the Internet
Using the Internet	Using the Internet	IT Communication Fundamentals	Using Email
Using Email	Using Email	Using the Internet	
Using Mobile IT Devices	Using Mobile IT Devices	Using Email	
		Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT Systems (IUF: FS IT User Fundamentals).

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the unit.

Textbooks

MacRae K – *The Computer Manual*: *The Step-by-step Guide to Upgrading and Repairing and Maintaining a PC* (Haynes Group, 2010) ISBN-13 9781844259281

White R and Downs T – *How Computers Work* (Que, 2007) ISBN-13 9780789736130

Websites

www.bbcactive.com

www.brainpop.co.uk

www.hse.gov.uk

www.opsi.gov.uk

www.outtakes.co.uk

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	Selecting and using interface features effectively to interact with IT systems
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	Managing files and folders to enable efficient information retrieval
Follow and understand the need for safety and security practices	Working safely and taking steps to minimise physical stress
Troubleshoot	Diagnosing IT problems and taking appropriate action
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	Organising and storing information, using general and local conventions where appropriate
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Outlining the danger of computer viruses, and how to minimise risk
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● • text and tables ● • images ● • numbers ● • records	
Bring together information to suit content and purpose	Diagnosing IT problems and taking appropriate action
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Unit 205: IT Security for Users

Unit code: 205

Unit reference number: Y/502/4257

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by the IT User to avoid common security risks and control access to software and data; and use a wider range of methods to protect software and data (e.g. from exchanging information by email or when downloading software from the Internet).

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use appropriate methods to minimise security risk to IT systems and data	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 backup data and how to do so securely
	1.8 Select and use effective backup procedures for systems and data

Unit content

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

Threats to system performance: malicious programs eg viruses, worms, trojans, spyware, adware, rogue diallers; hackers; hoaxes; unwanted email ie spam

Threats to information security: theft; unauthorised access; accidental file deletion; corruption; use of removable storage media; malicious programs eg viruses, worms, trojans, spyware, adware rogue diallers; hackers; phishing; identity theft

System security precautions: software methods eg configure anti-virus software, adjust firewall settings, adjust internet security settings, pop-up blockers, encryption software; carry out security checks; report security threats or breaches; backup eg media, timing, physical storage of backups; store personal data and software safely; treat messages, files, software and email attachments from unknown sources with caution; proxy servers; download security software patches and updates

Protect systems and data: access controls eg passwords, access levels; physical controls eg locks on rooms, bars on windows, secure location of workstations; security measures eg anti-virus software, anti-spam software, firewalls, security software and settings; risk assessment; software updates

Information security: username and password/PIN selection and management; password strength; how and when to change passwords; respect confidentiality; avoid inappropriate disclosure of information; care of removable storage media

Risks associated with the widespread use of mobile technology: unsecured and public networks; wireless networks; Bluetooth; portable and USB devices; emerging technologies

Guidelines and procedures: set by employer or organisation; privacy; legal requirements; how to use products to ensure information security within organisations

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 204: Optimise IT System Performance*, *Unit 203: Set Up an IT System.*

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
The Internet and World Wide Web	Optimise IT System Performance	Optimise IT System Performance	Optimise IT System Performance
Using the Internet	Set Up an IT System	Set Up an IT System	Set Up an IT System
Using Email	Using the Internet	Using the Internet	Using the Internet
	Using Email	IT Security for Users	IT Security for Users
		Using Email	Using Email

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using IT Systems (ITS: IT Security for Users).

Indicative resource materials

Websites

netsecurity.about.com/c/ec/1.htm

www.cert.org/homeusers/HomeComputerSecurity/

www.cert.org/tech_tips/home_networks.html

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	Using appropriate techniques to ensure the security of IT systems and data. Selecting and using effective backup procedures.
Troubleshoot	
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	Researching the potential risks to IT systems and data and identifying the methods that can be used to protect the systems and data.
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● • text and tables ● • images ● • numbers ● • records	Describing the threats to IT systems and data and the methods that can be used to protect the systems and data.
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Unit 207: Using the Internet

Unit code: 207

Unit reference number: A/502/4297

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by the IT User to understand and make effective use of a connection method and intermediate internet software tools and techniques to search for and exchange information for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques at this level will be defined as:

- the software tools and functions will be at times non-routine or unfamiliar; and

- the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar.

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

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and

- the user will take some responsibility for the selecting how to search for and exchange the information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect to the Internet	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
2 Use browser software to navigate web pages effectively	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
3 Use browser tools to search for information from the Internet	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
4 Use browser software to communicate information online	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

Learning outcomes	Assessment criteria
5 Understand the need for safety and security practices when working online	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 content

1 **Connect to the Internet**

Connection methods: eg Local Area Network (LAN), Virtual Private Network (VPN), modem, router, wireless, dial-up, broadband, cable, digital subscriber line (DSL)

Mobile technologies: eg mobile phone with wireless application protocol (WAP) or 3rd Generation (3G) technology

Intranet server eg via parallel, serial or Universal Serial Bus (USB) connections

Benefits and drawbacks of connection methods: Speed; stability; services offered by internet service provider (ISP); accessibility

2 **Use browser software to navigate web pages effectively**

Browser tools: enter; back; forward; refresh; stop; history; bookmark; new tab

Navigation tools: toolbar; search bar; address bar; home; go to; follow link; Uniform Resource Locator (URL)

Browser settings: eg homepage, autofill, cookies, security, pop-ups, appearance, privacy, search engine, zoom, personalisation, accessibility, software updates, temporary file storage

Browser performance: eg delete cache, delete temporary files, work offline, save websites

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

Basic search techniques: search key words; quotation marks; search within results; relational operators 'find' or search tool; turn questions into key words for an online query

Advanced search techniques: eg choice of search engine, wild cards; Boolean operators

Information requirements: eg reliability, relevance, accuracy, currency, sufficiency, recognise intention and authority of provider, bias, level of detail

References: eg history, favourites, bookmarks; links, log useful sites, rich site summary (RSS), data feeds, saved search results;

Download information: webpage; website; images; text/numbers

Download other media; eg sound, games; video, TV, music

4 **Use browser software to communicate information online**

Communicate information: eg saved information (pod-casts, text, images), real time information (blogs, instant messaging), file transfer protocol (FTP), hypertext transmission protocol (http)

Share information: eg send link, send webpage, photographs, calendar, feeds

Submit information: eg fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

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

Threats to system performance: unwanted email (often referred to as 'spam'); malicious programs (viruses, worms, trojans, spyware, adware and rogue diallers), hackers; hoaxes

Safety precautions: eg firewall settings, internet security settings; carry out security checks, report inappropriate behaviour; report security threats or breaches; content filtering, avoid inappropriate disclosure of information; proxy servers

Threats to information security: eg malicious programs (viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft

Personal access: eg username and password/PIN selection and management, password strength, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information, withhold personal information

Threats to user safety: abusive behaviour ('cyber bullying'), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception

Minimise risk: software eg virus-checking software, anti-spam software, firewall

Protecting yourself from threat: treat messages, files, software and attachments from unknown sources with caution; block sites; parental controls

Laws, guidelines and procedures: eg set by employer or organisation relating to Health and Safety, security; equal opportunities, disability; laws eg copyright, software download and licensing, digital rights, Intellectual property rights (IPR), health and safety

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 202: IT User Fundamentals*, *Unit 206: IT Communication Fundamentals*, *Unit 209: Using Email* and *Unit 208: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using the Internet	IT Communication Fundamentals	IT Communication Fundamentals	Using the Internet
Using Email	Using Email	Using the Internet	
Using Mobile IT Devices	Using Mobile IT Devices	Using Email	
		Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (INT: Using the Internet).

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the unit.

Indicative resource materials

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN-10 0471748994

Levine J R, Levine Y M and Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN-13 9780470121740

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques* (South Western College, 2009) ISBN-10 0324781679

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Unit 209: Using Email

Unit code: 209

Unit reference number: M/502/4300

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to make effective use of a range of intermediate email software tools to send, receive and store messages for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Email tools and techniques will be defined as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

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

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for developing the input or output of information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use email software tools and techniques to compose and send messages	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
2 Manage incoming email effectively	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 content

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

Compose and format email: format text eg font size, colour; format paragraphs eg alignment, bullets, numbered lists; format message eg rtf, plain text, html, page set up, backgrounds; insert media/links eg sound, movie, hyperlinks; signature; methods of working (online, offline); review (draft, spell check); set message flags for priority

Message size: transmission limitations; attachments (size, number of, password protected); mailbox restrictions

Send email: address (to, from, cc, bcc); respond (reply, reply all, forward, reply with history); subject; options (editing, printing, saving, voting); set message flags for priority; confidentiality (passwords, copy lists); tracking (read receipt, delivery receipt)

Stay safe: netiquette eg language, images, message size, content; confidentiality (passwords, information, copy list);

Address book: contact entries (add, edit, delete); distribution list

2 **Manage incoming email effectively**

Guidelines and procedures: eg employer, organisation; security (passwords, content); computer legislation eg copyright, libel, data protection, computer misuse; netiquette eg language, images, message size, content, response time, copy lists;

Email responses: set message flags for priority; response (information, content); recipients (when, who)

Automate responses: automate replies eg out of office; create rules (junk mail)

Manage email: organise (save, delete, copy, move); store (folders, subfolders, archive folders); backup eg draft, save; address lists (add contact entries); rules eg move into folder, flag, alerts; attachments eg file compression

Email problems: attachments eg size, number; unknown sources eg chain-mails, 'phishing', virus messages; full mailbox; unwanted messages (SPAM, junk)

Expert advice: eg help menus; manufacturer's guidelines, websites, email responses; for problems (hardware, software), knowing limitations (skills, understanding); enquirers information (sufficient, relevant); how to follow advice;

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 202: IT User Fundamentals*, *Unit 206: IT Communication Fundamentals*, *Unit 207: Using the Internet* and *Unit 208: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	Using Email
Using the Internet	IT Communication Fundamentals	IT Communication Fundamentals	Using the Internet
Using Email	Using the Internet	Using Email	
Using Mobile IT Devices	Using Mobile IT Devices	Using Mobile IT Devices	
		Using the Internet	

This unit maps to some of the underpinning knowledge from the following areas of competence of the National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (EML: Using Email).

Essential resources

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Textbooks

Dyszel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006) ISBN-13 978-0470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step* (Microsoft Press, 2007) ISBN-13 978-0735623002

Websites

www.bbc.co.uk/schools/teachers/

www.howstuffworks.com

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	Selecting and using software tools to compose and format email messages
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	Using an address book to store and retrieve contacts Storing and archiving email messages
Follow and understand the need for safety and security practices	Describing how to stay safe and respect others when using email Following guidelines and procedures for using email
Troubleshoot	Identifying and responding to email problems
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	Identifying where to get expert advice to solve email problems
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Identifying online expert advice to solve email problems
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: text and tables images numbers records	
Bring together information to suit content and purpose	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	Composing and sending email messages. Storing contacts in an address book.

Unit 212:   IT Software Fundamentals

Unit code: 212

Unit reference number: R/502/4385

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to select and use appropriate IT software tools to develop and produce information independently for activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from other people.

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

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned;

- the user will take some responsibility for developing the input or output of information; and

- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use appropriate software applications to meet needs and solve problems	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
2 Enter, develop, combine and format different types of information to suit its meaning and purpose	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
3 Present information in ways that are fit for purpose and audience	3.1 Work accurately and proof-read, 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
4 Evaluate the selection and use of IT tools and facilities to present information	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 content

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

Software applications: opening, closing, switching between; types: eg word processing, spreadsheet, graphics, Internet browser, email, audio or video

Types of information: eg text, numbers, images, graphics, sound, data records

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

Organise information: structure or layout: eg headings, lists, tables, templates; processing: eg record, sort, calculate, chart or graph

Format information: text: eg bullets, numbering, alignment, tabs, line spacing, colour, font, style, size; numbers: eg currency, percentages, number of decimal places, date, time, text wrap, row height, column width, gridlines, merged cells, cell borders; images: eg size, position, file-type; tables: horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading

Editing techniques: eg: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position, change templates

Combine text and images: eg insert, size, position, captions, text alignment, text wrap, use of text boxes, behind, in front, grouping

Combine information: eg images with text (eg photo with caption); presentation with audio and/or video; numbers with charts and graphs

Page layout: eg size, orientation, margins, portrait, landscape, page breaks, page numbers, date and time, columns, header, footer, adjust page set up for printing

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

Work accurately and proof-read: eg ensure meaning is clear, seek views of others, check spelling, check calculations, ensure consistent layout, print preview, check grammar

Information fit for purpose: eg letter, memo, report, newsletter, poster, information sheet, webpage, multi-media presentation, budget, invoice, stock list, multi-page brochure, multi-entry catalogue

Quality issues: eg formatting, page layout, structure, clarity, accuracy

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

IT tools selection: eg time taken, convenience, cost, quality, accuracy, range of facilities, versatility, transferability of information into other formats, speed of Internet connection, time constraints of downloading large files

Review and modify work: eg plans, drafts, quality, checks modifications, evaluations, versions

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT, Unit 220: Design Software, Unit 221: Imaging Software, Unit 223: Desktop Publishing Software, Unit 224: Multimedia Software, Unit 225: Presentation Software, Unit 227: Spreadsheet Software, Unit 228: Website Software and Unit 229: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Design Software	Design Software
Desktop Publishing Software	Design Software	Imaging Software	Imaging Software
Presentation Software	Imaging Software	Desktop Publishing Software	Desktop Publishing Software
Spreadsheet Software	Desktop Publishing Software	Multimedia Software	Multimedia Software
Word Processing Software	Multimedia Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Spreadsheet Software	Spreadsheet Software
	Spreadsheet Software	Website Software	Website Software
	Website Software	Word Processing Software	Word Processing Software
	Word Processing Software		

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (ISF: FS IT Software Fundamentals).

Essential resources

To deliver this unit centres will need to have a local area network with word processing, spreadsheet and graphical application software as well as multimedia software such as presentational software with audio or video tools. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and assessment criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Employer engagement and vocational contexts

The use of vocational contexts is essential in the delivery and assessment of this unit. Much of the work can be set in the context of learners' work placements or be based on case studies.

Indicative resource materials

Textbooks

Cox J, Preppernau C, Lambert S et al – *2007 Microsoft® Office System Step by Step* (Microsoft Press, 2008) ISBN-10 073562531X

Websites

www.bbc.co.uk/schools/teachers/

www.microsoft.com

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	selecting and using software applications to develop, produce and present different types of information to meet needs and solve problems
ICT — Finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	combining information of different forms or from different sources
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering, organising, refining and formatting different types of information, applying editing techniques to meet needs
Combine and present information in ways that are fit for purpose and audience	using appropriate techniques to combine image and text components producing information that is fit for purpose and audience using accepted layouts and conventions as appropriate
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	selecting and using software applications to develop, produce and present different types of information to meet needs and solve problems

Unit 213: Audio Software

Unit code: 213

Unit reference number: D/502/4390

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate audio software tools and techniques to record and edit audio sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Audio software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will at times be non-routine or unfamiliar;

- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements and at times be multi-step;

- the user will take some responsibility for inputting, manipulating and outputting the information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use audio hardware and software to capture sequences	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
2 Use audio software tools and techniques to combine and edit sequences	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
3 Play and present audio sequences	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 content

1 **Use audio hardware and software to capture sequences**

Audio and video compatibility issues: combination of input devices, eg built-in codec used by input device, available editing software, file formats

Input devices: controlling input devices eg microphone, Dictaphone, mobile phone; difference between analogue and digital; Input techniques: Copy and paste, file download, drag and drop

File size: types of file sizes eg Small, medium, large, link between size and quality

File format: File extensions e.g. Proprietary formats supported by software used eg QuickTime, RealPlayer, iTunes. Container formats: Audio e.g. WAV, AIFF; Audio eg AVI, MP4

Information coding and compression: codec compression types and information eg Codec, compression, difference between lossy and lossless compression; quality

Store and retrieve: sequence and project conventions eg Files (create, name, open, save, save as, print, close); folders (create, name)

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

Sequences: creating sequences e.g. short eg 2 mins, b&w, medium length eg 10 mins, 30 mins, colour

Marking-up and editing tools: editing audio eg Preset by software, key frames, sequences; Cut, copy, paste, sequence

Methods: editing in the timeline eg Combine images with sound (dub or overlay sound track onto film sequence): Techniques: Copy and paste, insert, screen grabs/shots, file download (connect USB lead, drag and drop), file transfer protocol (FTP) Forms of information: moving images, sound; pre-recorded, live

Copyright constraints: eg Effect of copyright law eg on music downloads or use of other people's images, acknowledgment of sources, provisions of the Data Protection Act; across software

Adjust quality: Working with controls and parameters eg Contrast, volume, visual (brightness, colour balance, monochrome), sound (treble, bass, balance)

Audio problems: identifying and troubleshooting problems e.g. High or low contrast, volume, visual eg jerkiness, dropping frames, break-up, freezes, blurriness, pixilation, sound eg clicks, disjoints, noise

3 **Play and present audio sequences**

Features and constraints: hardware and software requirements eg Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds

Display device: system/output requirements eg PC, laptop, Dictaphone, mobile phone, handheld audio device eg mp3 player, iPod

Adjust playback and display settings: audio playback e.g. Start, stop, fast forward, rewind, pause, volume

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use sound recording and editing software. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using audio software tools and techniques. At this level, learners are typically able to, for example, record a short interview using a digital Dictaphone and edit it to create a sound clip to add to a web page. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught and assessed through various topic areas of interest to the learners.

Assessment will primarily come from tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	
	Video Software	Video Software	Video Software
	Audio Software	Audio Software	Audio Software
	Specialist Software	Specialist Software	Specialist Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (AV: Audio and Video Software).

Essential resources

Learners will require access to suitable sound recording equipment and editing software.

Indicative resource materials

Textbooks

Collins M – *Choosing and Using Audio and Music Software* (Elsevier Science & Technology, 2004) ISBN — 13 9780240519210, ISBN -10 0240519213

Websites

http://sounds.bl.uk/AudioTools.aspx

www.ehow.co.uk/facts_7198231_tools-audio-recording-software.html

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	planning for the production of an audio/video product
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching audio/video productions
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	creating and finding content and information that is fit for purpose and targets the audio/video production specified audience
Select information from a variety of sources to meet requirements of a complex task	building an audio/video production, bringing together a variety of materials and mediums gathered through research
ICT — Developing, presenting and communicating information	
Use communications software to meet requirements of a complex task	communicating with other members of a production group
Combine and present information in ways that are fit for purpose and audience	planning and presenting audio sequences

Unit 214: Video Software

Unit code: 214

Unit reference number: M/502/4393

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate video software tools and techniques to record and edit video sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Use video hardware and software to capture sequences	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	Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available
2 Use video software tools and techniques to combine and edit sequences	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	Describe how copyright constraints affect use of own and others' information
3 Play and present video sequences	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 content

1 Use video hardware and software to capture sequences

Video compatibility issues: combination of input devices, eg built-in codec used by input device, available editing software, file formats

Input devices: controlling input devices eg webcam, video camera, microphone, dictaphone, mobile phone; difference between analogue and digital; low and high resolution; input techniques eg copy and paste, screen grabs/shots, file download, drag and drop

File size: file sizes eg small, medium, large, link between size and quality (small – low resolution; large – high resolution)

File format: formats supported by software used eg QuickTime, RealPlayer, iTunes, iMovie Container formats: Audio eg WAV, AIFF; Audio/video eg AVI, MP4, MOV, MPEG, WMV

Information coding and compression: codec compression types and information eg Codec, compression, difference between lossy and lossless compression; video quality

Store and retrieve: sequence and project conventions eg files (create, name, open, save, save as, print, close); folders (create, name)

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

Sequences: creating sequences eg short (2 minutes), black and white, colour, medium length eg 10-30 mins

Marking-up and editing tools: preset by software; key frames; sequences; cut; copy; paste; sequence

Combine information: editing in the timeline eg combine images with sound (dub or overlay sound track onto film sequence); integrate video sequence with another application; techniques eg copy and paste, insert, screen grabs/shots, file download; forms of information eg moving images, sound; pre-recorded, live

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images; acknowledgment of sources; avoiding plagiarism; provisions of the Data Protection Act

Adjust quality: working with controls and parameters eg contrast, volume, visual (brightness, colour balance, monochrome), sound (treble, bass, balance)

Video problems: identifying and troubleshooting problems eg high or low contrast, volume, visual(jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (clicks, disjoints, noise)

3 **Play and present video sequences**

Features and constraints: hardware and software requirements eg software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds

Display device: system/output requirements eg PC, laptop, video camera, dictaphone, mobile phone, handheld audio or video device (mp3 player, iPod)

Adjust playback and display settings: digital media playback eg start, stop, fast forward, rewind, pause, volume, contrast, brightness, thumbnail, quarter screen, full screen

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as planning, producing and displaying a video for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations and video clips, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Digital Lifestyle	Video Software	Video Software	Video Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Audio Software	Audio Software	Audio Software
	Using Mobile IT Devices	Using Mobile IT Devices	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (AV: Audio and Video Software).

Indicative resource materials

Textbooks

The textbooks and/or websites that are useful depends on the hardware and software used. The hardware and software manufacturers' user guides and resources will often be sufficient for the level of work required in this unit. Third party user guides and generic tutorials are also available for most software packages. e.g.

Darkin C – *The Really, Really, Really Easy Step-by-step Guide to Creating and Editing Digital Videos Using Your Computer* (New Holland Publishers Ltd, 2009) ISBN-10 1847734235, ISBN-13 978-1847734235

Underdahl K – *Digital Video For Dummies* (John Wiley & Sons, 2006) ISBN-10 0471782785 ISBN-13 978-0471782780

Websites

www.umsl.edu/~tlc/Educast/Curriculum/techniques.htm

www.mediacollege.com/video/

www.videomaker.com/learn/post-production/video-editing

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching audio/video productions
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of a audio/video product
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	creating and finding content and information that is fit for purpose and targets the audio/video production specified audience
Troubleshoot	exploring, extracting and assessing the relevance of information from audio/video productions
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	building a audio/video production, bringing together a variety of materials and mediums gathered through research
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Skill	When learners are …
ICT — Develop, present and communicate information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group

Unit 215: Bespoke Software

Unit code: 215

Unit reference number: F/502/4396

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT user to select and use bespoke software tools and techniques appropriately for straightforward or routine information.

Bespoke software tools should be selected from a range that is familiar to the learner but should include techniques which extend the learner's use of the tools for more complex operations.

The unit looks at how data can be edited and manipulated by software tools to meet specified needs and presentation requirements.

The information involved may require manipulation and editing before being used. This includes combining data from different sources and responding to error messages that may be generated during data input.

The legal aspects of using and storing data are also considered.

Bespoke software is software that is written for a specific function in an organisation. This software will be unique to that organisation.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively, learners can use scenarios and knowledge tests - or a mixture of both - to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

While assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine information using bespoke applications	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
2 Use appropriate structures to organise and retrieve information efficiently	2.1 Describe what functions to apply to structures 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
3 Use the functions of the software effectively to process and present information	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 content

1 **Input and combine information using bespoke applications**

Input relevant information accurately so that it is ready for processing: inputting tools and techniques will vary according to the software being used, eg input tools, human interface devices (keyboard and keypad, mouse and other cursor control devices, stylus, touch screen and touchpad), microphone (headset, built-in), camera (webcam, video camera, mobile phone camera), scanner (image/flat-bed, Optical Mark Recognition (OMR), Optical Character Recognition (OCR), barcode); information types, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables, machine readable (barcodes, mark sheets for OMR, printed pages for OCR)

Select and use appropriate techniques to link and combine information of different forms or from different sources within the software being used: linking methods, eg ODBC, OLE, hyperlinks, hypermedia links, scripts and macros

Respond appropriately to data entry error messages: follow on-screen dialogues and instructions, look up and follow instructions in manuals and help files

2 **Use appropriate structures to organise and retrieve information efficiently**

Describe what functions to apply to structures and layout information effectively: functions will vary according to the software and task, eg insert, resize, position, wrap, order, group, label, align, orientate

Select and use appropriate structures and/or layouts to organise information: structures will vary according to the software and task, eg use of templates, wizards, style sheets, tables

Apply local and/or legal guidelines and conventions for the storage and use of data where available: guidelines set by employer or organisation, government; policies relating to security, backup, data protection (UK, EU and international obligations); guidelines for data format; compliance, audit and reporting requirements; file management appropriate to/constrained by the software used, company/organisation policy

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

Select and use appropriate tools and techniques to edit, process and format information: available tools will depend on the software used, eg editing, select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch; processing, sort, pre-set processes (queries, scripts, macros, formulae and functions), user-specified processes (queries, scripts, macros, charts and graphs, formulae and functions); formatting, characters, lines, paragraphs, pages, file type

Check information meets needs, using IT tools and making corrections as necessary: appropriate checks for the software used, eg, spell check, grammar check, accuracy of figures, labelling and size of images, font types and sizes, colour and highlighting, page layout, link checking, volume of sound, data validation

Select and use appropriate methods to present information: selection according to task and software used, eg (on-screen display, publishing on a website, digital file); organisational branding; types of publication, eg reports, presentations, booklets

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. The delivery should expose learners to a variety of tasks, which can be completed by using the chosen software. The tasks and software must enable learners to meet all of the assessment criteria and demonstrate the full range of their ability. This unit can be taught in conjunction with other units.

Assessment

Where possible a holistic approach to teaching is suggested throughout this qualification. Although this unit is task based it should be possible to achieve the criteria within one set context, such as producing documents, presentations or web pages for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so.

Assessment evidence will primarily come in the form of observations and hard copies of documents, although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

• Using Productivity Tools and Applications (BS: Bespoke or Specialist Software).

Essential resources

Learners need access to suitable hardware and software plus resource material such as images and sound files.

The exact nature of the hardware and software will depend on the packages used for training and assessment.

Indicative resource materials

Textbooks

The textbooks used depend on which software is used. The software manufacturer's user guides and resources are often sufficient for the level of work required in this unit. Third party user guides such as in-house tutorials, may also be available for bespoke software.

Websites

Some bespoke software packages have their own websites/help pages. These are often sufficient for the level of work required in this unit.

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	selecting and using appropriate methods to present information
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	inputting relevant information accurately so that it is ready for processing responding appropriately to data entry error messages
Manage information storage to enable efficient retrieval	selecting and using appropriate techniques to link and combine information of different forms or from different sources within the software
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	selecting and using appropriate techniques to link and combine information of different forms or from different sources within the software
Select information from a variety of sources to meet requirements of a complex task	inputting relevant information accurately so that it is ready for processing
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	inputting relevant information accurately so that it is ready for processing
Use appropriate software to meet the requirements of a complex data-handling task	selecting and using appropriate tools and techniques to edit, process and format information
Combine and present information in ways that are fit for purpose and audience	selecting and use appropriate methods to present information
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking information meets needs, using IT tools and making corrections as necessary

Unit 216: Specialist Software

Unit code: 216

Unit reference number: R/502/4399

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT user to select and use specialist software tools and techniques appropriately for straightforward or routine information.

Specialist software tools should be selected from a range that is familiar to the learner but should include techniques which extend the learner's use of the tools to more complex operations.

The unit looks at how data can be edited and manipulated by software tools to meet specified needs and presentation requirements.

The information involved may require manipulation and editing before being used. This includes combining data from different sources and responding to error messages that may be generated during data input.

The legal aspects of using and storing data are also considered.

Specialist software is software that can be purchased from a high street shop.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence while doing so. Alternatively, learners can use scenarios and knowledge tests - or a mixture of both - to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

While assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine information using specialist applications	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
2 Use appropriate structures to organise and retrieve information efficiently	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
3 Use the functions of the software effectively to process and present information	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 content

1 **Input and combine information using specialist applications**

Input relevant information accurately so that it is ready for processing: input tools, human interface devices (keyboard and keypad, mouse and other cursor control devices, stylus, touch screen and touchpad), microphone (headset, built-in), camera (web cam, video camera, mobile phone camera), scanner (image/flat-bed, Optical Mark Reader (OMR), Optical Character Reader (OCR), barcode); information types, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables, machine readable (barcodes, mark sheets for OMR, printed pages for OCR)

Select and use appropriate techniques to link and combine information of different forms or from different sources within the software: linking methods, eg ODBC, OLE, hyperlinks, hypermedia links, scripts and macros

Respond appropriately to data entry error messages: follow on-screen dialogues and instructions, look up and follow instructions in manuals and help files

2 **Use appropriate structures to organise and retrieve information efficiently**

Describe what functions to apply to structure and layout information effectively: functions, insert, resize, position, wrap, order, group, align, orientate

Select and use appropriate structures and/or layouts to organise information: structures, templates, wizards, style sheets, tables; style manuals for general and specialist writing

Apply local and/or legal guidelines and conventions for the storage and use of data where available: guidelines set by employer/organisation or government; policies relating to security, backup, data protection (UK, EU and international obligations); guidelines for data format; compliance, audit and reporting requirements; file management appropriate to applications used, company/organisation involved

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

Select and use appropriate tools and techniques to edit, process and format information: editing, select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch; processing, sort, pre-set processes (queries, scripts, macros, formulae and functions), user-specified processes (queries, scripts, macros, charts and graphs, formulae and functions); formatting, characters, lines, paragraphs, pages, file type

Check information meets needs, using IT tools and making corrections as necessary: appropriate checks for the software used, eg spell check, grammar check, accuracy of figures, labelling and size of images, font types and sizes, colour and highlighting, page layout, link checking, volume of sound

Select and use appropriate methods to present information: selection according to task (onscreen display, publishing on a website, hard copy printout, digital file); organisational house style, branding; types of publication, eg reports, presentations, posters, booklets

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit, it should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. Delivery should expose learners to a variety of software types and tasks. This will enable them to meet all of the assessment criteria and demonstrate the full range of their ability. This unit can be taught in conjunction with other units.

Assessment

It is suggested that throughout this qualification a holistic approach to teaching is used. Although this unit is task based it should be possible to meet the criteria within one set context, such as producing documents, presentations or web pages for a small business, club, or other organisation.

Learners who use their IT skills directly in their day-to-day work can prove their competence while doing so.

Assessment evidence will, primarily, come in the form of observations and hard copies of documents, although class discussions, peer assessment and other written work may be effective. It is advised that learners keep a log of evidence recorded against each assessment criterion.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Presentation Software	Presentation Software	Presentation Software	Presentation Software
	Website Software	Website Software	Website Software
	Specialist Software		Specialist Software

The unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (BS: Bespoke or Specialist Software).

Essential resources

Learners need access to suitable hardware and software plus resource material such as images and sounds files.

The exact nature of the hardware and software will depend on the packages used for training and assessment.

Indicative resource materials

Textbooks

Textbooks vary according to the software used. The software manufacturer's user guides and resources will often be sufficient for the level of work required in this unit. Third party user guides and generic tutorials are also available for most packages, for example:

Gent P – *Microsoft Word: Word Processing and Basic Desktop Publishing* (Blackhall Publishing Ltd, 2002) ISBN-10: 1842180371, ISBN-13: 978-1842180372

Jenkins S – *Web Design All-in-one For Dummies* (John Wiley & Sons, 2009) ISBN-10: 047041796X, ISBN-13: 978-0470417966

Websites

Most software packages have their own websites/help pages. These are usually sufficient for the level of work required in this unit, for example:

http://www.libreoffice.org/get-help/documentation/

http://office.microsoft.com/en-us/training-FX101782702.aspx

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	selecting and using appropriate methods to present information
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	inputting relevant information accurately so that it is ready for processing responding appropriately to data entry error messages
Manage information storage to enable efficient retrieval	selecting and using appropriate techniques to link and combine information of different forms or from different sources within the software
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	selecting and using appropriate techniques to link and combine information of different forms or from different sources within the software
Select information from a variety of sources to meet requirements of a complex task	inputting relevant information accurately so that it is ready for processing
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	inputting relevant information accurately so that it is ready for processing
Use appropriate software to meet the requirements of a complex data-handling task	selecting and using appropriate tools and techniques to edit, process and format information
Combine and present information in ways that are fit for purpose and audience	selecting and use appropriate methods to present information
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking information meets needs, using IT tools and making corrections as necessary

Unit 218: Database Software

Unit code: 218

Unit reference number: M/502/4555

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use intermediate database software tools and techniques to:

- enter information into databases, that is at times non-routine or unfamiliar;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

They will also be able to create and modify single table, non-relational databases. Any aspects that are unfamiliar may require support and advice from others.

Database tools, functions and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Create and modify non-relational databases	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
2 Enter, edit and organise structured information in a database	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
3 Use database software tools to run queries and produce reports	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 content

1 **Create and modify non-relational database tables**

   Databases: example uses of databases; advantages and disadvantages of computerised databases; database objects (tables, queries, reports, forms); data types; use of indexes and key field to organise data

   Data: field characteristics eg field names, field data types, field sizes, field formats, default values

   Data integrity: data accuracy; consistency of data; data validation rules eg lookup lists, default values, upper or lower limits

   Creating tables: selection of fields; choice of data types eg text, numeric, date/time; field properties eg field length, primary key, format, default value, fieldname; validation; modifying field characteristics

   Tools and techniques: table structures, field characteristics, validation rules, indexing, records, forms, sorts, queries

   Problems with database tables: examples eg redundant data, duplication, table structure, poor choice of field characteristics, inappropriate validation rules; sources of help

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

   Enter, edit and organise data: select and update fields; create new records; locate and amend records; search operators; error checking; data validation; sorting records

   Check data entry: data eg by use of spell-check, sorting, comparison with source data

   Data entry errors: Causes eg inappropriate field size, wrong data type; using help

   Forms: automatic creation of forms eg wizards; formatting forms eg titles, labels, arranging data entry order; checking forms against requirements

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

   Queries: create queries using multiple criteria, use of AND, OR in criteria; selecting fields for display; sorting results eg date, numeric, alphabetical order

   Reports: use of tables and queries as basis for reports; automatic creation of reports eg wizards; selection of appropriate layouts; adding or editing appropriate labels and titles; special fields eg date/time; multiple criteria

   Check reports: review against requirements

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	Database Software
	Data Management Software	Database Software	Data Management Software
		Data Management Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DB: Database Software).

Essential resources

Learners will need access to relevant software (Microsoft Access or similar), plus hardware capable of running the software (including a printer).

Self teach materials to extend individuals can be very valuable – perhaps made available in open resource areas. Access to sets of graded examples (with answers) through an open drive again can be very helpful and ideally connections could be made with resource centre staff in order to prepare them for the queries and complications that learners might encounter when working independently.

Materials that focus on the database package used will also be valuable – help sheets, self teach materials etc

Employer engagement and vocational contexts

This unit lends itself well to realistic vocational contexts although probably within small businesses rather than large corporations who are likely to have substantial and very complex database management systems rather than a series of small simple databases. Visiting external speakers will be particularly valuable early on in the delivery. It is also worth exploring individuals within the centre who use databases for limited applications who would be willing to talk and demonstrate the database they use.

Indicative reading for learners

Books

Heathcote F — *Basic Access 2000-2003* (Payne-Gallway Publishers, 2004) ISBN 1904467784

Heathcote P and Heathcote F — *Further Access 2000-2003* (Payne-Gallway Publishers, 2004) ISBN 1904467741

Heathcote R — *ICT Projects for GCSE* (Payne-Gallway Publishers, 2002) ISBN 1903112699

Websites

www.teachernet.gov.uk/teachingandlearning/subjects/ict

www.icteachers.co.uk/resources/resources_home.htm

www.teachingandlearningresources.co.uk/teachingict.shtml

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	creating and modifying non-relational databases to meet needs and solve complex problems
Manage information storage to enable efficient retrieval	managing files and folders
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	using queries and reports to locate and select relevant information from databases
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering, editing and organising structured information in a database
Use appropriate software to meet the requirements of a complex data-handling task	using appropriate field names and data types to organise information
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	using database software tools to run queries and reports
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking reports meet needs

Unit 220: Design Software

Unit code: 220

Unit reference number: T/502/4573

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Design software tools and techniques at this level are described as 'intermediate' because:

- the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the user will take some responsibility for setting up or developing the type or structure of the document.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for designs	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
2 Use design software tools to create, manipulate and edit designs	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 content

1 **Obtain, insert and combine information for designs**

Sources: sources of design, eg digital photos, scanned images, drawings, clip art

Preparation: selecting suitable designs, preparing images, eg sizing, cropping, positioning

Intellectual property: copyright law, obtaining permission, acknowledgement of sources

Combining information: eg inserting, scaling, text wrapping, ordering, grouping

Purpose and use of designs: eg on-screen display, inclusion on a web page, paper print out

File format for designs: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF

Store and retrieve: files eg create, name, open, save, save as, find

Local guidelines and conventions: as laid down by the organisation (where applicable) eg security procedures, file naming conventions

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

Technical factors affecting designs: eg page or canvas size, colour mode; screen and print resolutions; file size and format

Creating designs: downloading photos from a digital camera, scanning images

Drawing basic shapes: eg lines, boxes, arrows and adjusting their properties, eg line width, fill colour, transparency); adding text

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup, change templates, filters to create special effects, orders and layers, guidelines, rulers; dimensioning tools

Check designs: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters

Quality problems with designs: eg levels, contrast, resolution

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Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software* and has particularly close links with *Unit 221: Imaging Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Presentation Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Presentation Software	Presentation Software
	Website Software	Spreadsheet Software	Spreadsheet Software
	Word Processing Software	Website Software	Website Software
	Imaging Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DIS: Design and Imaging Software).

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

Websites

http://office.microsoft.com/en-gb/clipart/default.aspx

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	selecting and using appropriate tools and techniques to manipulate and edit for designs
Manage information storage to enable efficient retrieval	storing and retrieving files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	obtaining, inputting and preparing designs to meet needs
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	using appropriate techniques to organise and combine information of different types or from different sources
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

Unit 221: Imaging Software

Unit code: 221

Unit reference number: L/502/4613

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Imaging software tools and techniques at this level are described as 'intermediate' because:

- the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the user will take some responsibility for setting up or developing the type or structure.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for images	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
2 Use imaging software tools to create, manipulate and edit images	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 content

1 **Obtain, insert and combine information for images**

Sources: sources of design or images, eg digital photos, scanned images, drawings, clip art

Preparation: selecting suitable designs or images, preparing images, eg sizing, cropping, positioning

Intellectual property: copyright law, obtaining permission, acknowledgement of sources

Combining information: eg inserting, scaling, text wrapping, ordering, grouping

Purpose and use of designs or images: eg on-screen display, inclusion on a web page, paper print out

Image files: file formats, eg jpeg, bmp, png, wmf, pdf, proprietary formats; file compression, lossy and loss-less; storing and retrieving files, eg saving, finding opening; import and export to other formats; file size considerations

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

Technical factors affecting designs and images: eg page or canvass size, colour mode; screen and print resolutions; file size and format

Creating designs and images: downloading photos from a digital camera, scanning images

Drawing basic shapes: eg lines, boxes, arrows and adjusting their properties, eg line width, fill colour, transparency); adding text

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup, change templates, filters to create special effects, orders and layers, guidelines, rulers

Check designs and images: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

Quality problems with designs and images: eg levels, contrast, resolution

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software* and has particularly close links with *Unit 220: Design Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Presentation Software	Multimedia Software	Multimedia Software
	Spreadsheet Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Website Software	Spreadsheet Software	Spreadsheet Software
	Word Processing Software	Website Software	Website Software
	Design Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DIS: Design and Imaging Software).

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008) ISBN-13 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008) ISBN-13 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007) ISBN-13 978-0240520896

Websites

http://office.microsoft.com/en-gb/clipart/default.aspx

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	obtaining, inputting and preparing images to meet needs selecting and using appropriate tools and techniques to manipulate and edit images
Manage information storage to enable efficient retrieval	storing and retrieving files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	obtaining, inputting and preparing images to meet needs
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	using appropriate techniques to organise and combine information of different types or from different sources
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

Unit 223: Desktop Publishing Software

Unit code: 223

Unit reference number: D/502/4566

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Publication tools and techniques will be described as 'intermediate' because:

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

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use appropriate designs and page layouts for publications	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
2 Input and combine text and other information within publications	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 important 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
3 Use desktop publishing software techniques to edit and format publications	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 content

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

Types of information: eg text, images, graphics, video, sound

Page design and layout: organisation of information eg size, white space, columns, consistency, orientation, proportion

Local guidelines: templates; house style eg branding, publication guidelines, existing styles and schemes; refinements to styles and schemes

Publication media: eg web, document, multimedia

2 **Input and combine text and other information within publications**

Combine information for publications: combine images with text and graphic elements eg borders, lines, panels, shading, logos; import information produced using other software; reference external information with eg hyperlinks, object linking; embedding

Copyright constraints: effect of copyright law eg on music downloads, use of other people's images, acknowledgment of sources, avoiding plagiarism; provisions of the Data Protection Act

File formats for designs and images: use appropriate file formats eg jpg and psd for digital picture format, png for internet drawing display, svg for graphic designs, bmp, jpg or png for bitmap or raster picture formats, svg, wmf, eps, ai for vector graphics

Store and retrieve: eg save, save as, find, open, close

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

Edit publications: eg drag and drop, copy and paste, find, find and replace, undo, redo; position; use layout guides

Format text: use existing styles and schemes for font, size, orientation, colour, alignment; create new styles and schemes for font, size, orientation, colour, alignment

Manipulate images and graphic elements: eg size, crop, position, maintain proportion; border

Control text flow: eg in columns, around images and graphic elements, between pages

Check publications: using software functions eg spell check, grammar check, word count; using manual techniques eg completeness' accuracy, orientation, layout, text alignment, formatting

Quality problems with publications: text eg colour, size, style; images eg orientation, size, position, cropping

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software*, *Unit 221: Imaging Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Presentation Software	IT Software Fundamentals	Design Software	Design Software
Spreadsheet Software	Design Software	Imaging Software	Imaging Software
Word Processing Software	Imaging Software	Desktop Publishing Software	Desktop Publishing Software
Desktop Publishing Software	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DTP: Desktop Publishing Software).

Employer engagement and vocational contexts

Learners will need access to appropriate software to allow the production of different types of publications, eg desktop publishing software, multimedia software, and access to the internet. In addition learners must have access either to different types of information, eg graphic images, or to other sources of information.

Indicative resource materials

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	creating a number of publications which use a different output media for each to meet the needs of a given user
Manage information storage to enable efficient retrieval	storing and retrieving publication files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	finding and inputting information into a publication so that it is ready for editing and formatting
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	inputting different types of information into publications selecting and using appropriate techniques to edit and format different types of information within publications organising and combining information for publications
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	organising and combining information for publications
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking publications

Unit 224: Multimedia Software

Unit code: 224

Unit reference number: D/502/4616

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as 'intermediate' because:

- the software tools and functions used will be at times non-routine or unfamiliar;

- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and

- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan the content and organisation of multimedia products to meet needs	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
2 Obtain, input and combine content to build multimedia outcomes	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
3 Use multimedia software tools to edit and format multimedia content to meet requirements	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

Learning outcomes	Assessment criteria
4 Play and present multimedia outcomes	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 content

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

Plan and communicate: Flow chart, storyboard, sketches Multimedia outcome: Website, CD ROM, animation sequence, presentation

Specification: No of pages, features, audience

Types of content: Text, images, graphics, video, sound, animation Interactive features and transitions: Menus, submenus, buttons, links, pop-ups, video clips, sound clips

Design layout: Organisation of information, size, frames, orientation, consistency

Copyright constraints: Effect of copyright law eg on music downloads or use of other people's images, acknowledgment of sources, avoiding plagiarism

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

Input device: Keyboard skills, keyboard shortcuts, mouse
Other input methods: voice recognition, touch screen, stylus, digital video or still camera, Dictaphone, microphone

Combine information: Insert, size, position, wrap, order, group
Types of information: eg, Text, numbers, images, graphics

File format for multimedia outcomes: eg, jpg, png, svg, mp3, mpg

Store and retrieve: Save, save as, find, open, close, reduce file size, file properties

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

Edit multimedia outcomes: Size, crop and position objects, use layout guides; Existing styles and schemes for font (typeface), size, orientation, colour, alignment

Manipulate images and graphic elements: Size, crop, position, maintain proportion, border Styles, colours and font schemes: Existing styles and schemes

Check multimedia outcomes: Completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements

Quality problems: Will vary according to the content, for example, sound eg noise, volume, images eg levels, contrast, unwanted content, text eg clarity, spelling, grammar, structure

4 **Play and present multimedia outcomes**

Display devices: PC, laptop, mobile device, TV

Display of multimedia outcomes: Thumbnail, quarter screen, full screen, screen resolution, data bandwidth, transmission speeds, output media

Navigation techniques: Click, scroll, menus, submenus

Playback controls: Start, stop, fast forward, rewind, pause

Display settings: Visual: brightness, contrast, screen resolution, colour balance, monochrome

Sound: volume, treble, bass, balance; Animation: speed

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Design Software	Imaging Software	Imaging Software
Spreadsheet Software	Imaging Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Desktop Publishing Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (MM: Multimedia Software).

Essential resources

Learners will need access to computer hardware with appropriate accessories, such as cameras, scanners and printers, and to appropriate software such as Director, Flash, Dreamweaver, Fireworks or Adobe PhotoShop/Image Ready.

Indicative resource materials

Textbooks

Adobe Creative Team – *Adobe Illustrator CS4 Classroom in a Book* (Adobe, 2008) ISBN-10 0321573781

Adobe Creative Team – *Adobe Photoshop CS4 Classroom in a Book* (Adobe, 2008) ISBN-10 032157379X

Gatter M — *Software Essentials for Graphic Designers: Photoshop, Illustrator, InDesign, QuarkXPress, Dreamweaver, Flash and Acrobat* (Laurence King, 2006) ISBN-10 1856694992

Websites

www.adobe.com
www.gimp.org

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	planning for the production of a multimedia product
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching multimedia products
Manage information storage to enable efficient retrieval	
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	exploring, extracting and assessing the relevance of information from multimedia products
Select information from a variety of sources to meet requirements of a complex task	creating and finding content and information that is fit for purpose and targets the multimedia products specified audience
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	building a multimedia product, bringing together a variety of materials and mediums gathered through research
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

Unit 225:   Presentation Software

Unit code: 225

Unit reference number: M/502/4622

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing) and are at times non-routine or unfamiliar.

Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

Unit content

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

Types of information: text, numbers, images, graphics, sound

Images for presentations: clip-art, photo, scanned images, borders, create diagrams or graphics

Charts and tables for presentations: Table, pie chart, graph, diagram, organisational chart, flowchart

Video and sound for presentations: Pre-recorded audio/video clips

Constraints: eg technical, presentation timings, file and file formats, legal

Combine information for presentations: Combine images with text, use of text boxes, presentation with audio and/or video, import information produced using other software, reference external information with hyperlinks, object linking or embedding

Store and retrieve: Save, save as, find, open, close

Local guidelines and conventions: as laid down by the organisation (where applicable) eg file naming conventions

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

Slide structure: Layout, templates, design and style

Presentation effects: Video, sound, animation, slide transitions, visual and sound effects; hyperlinks

Edit slides: Drag and drop; find, replace, undo redo; size, crop and position; wrap text; add lines and simple shapes; change orientation

Edit presentation effects: Adding and removing hyperlinks; apply and create transitions, apply animations, action buttons

Format slides: Bullets, numbering, line spacing, alignment, colour, fonts, size; backgrounds; master slides; colour schemes

3 **Prepare slides for presentation**

Prepare and present slides: View and re-order slides; rehearse timing and effects; set up and amend slide show settings; save presentation as a stand alone show or as web pages; print slides, handouts, speaker notes

Check presentations: Spell check; grammar check; word count; orientation; layout; slide order; text alignment and formatting, accuracy, clarity; transitions and timings; choice and suitability of effects, actions and links

Quality problems with presentations: Will vary according to the content for example, text eg formatting, styles, structure; images eg size, position, orientation, unwanted content; effects eg timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync

Check slides: spellcheck; grammar check; word count; orientation; layout; slide order; text eg alignment, formatting; accuracy

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 227: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Spreadsheet Software	Multimedia Software	Multimedia Software
	Website Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Word Processing Software	Spreadsheet Software	Spreadsheet Software
	Imaging Software	Website Software	Website Software
		Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (PS: Presentation Software).

Essential resources

Learners should be presented with a variety of content to choose from, as well as an industry standard presentation application such as Microsoft PowerPoint or OpenOffice Impress.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource materials

Textbooks

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2006)
ISBN-10 0470040599

Website

www.openoffice.org/product/impress.html

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	combining information of different forms or from different sources for presentations in line with any copyright constraints
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	selecting and using an appropriate template and theme to structure slides
Manage information storage to enable efficient retrieval	storing and retrieving document and presentation files effectively, in line with local guidelines and conventions where available
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	combining information of different forms or from different sources for presentations in line with any copyright constraints
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● • text and tables ● • images ● • numbers ● • records	preparing and presenting slides for presentation, using IT tools and making corrections as appropriate to meet user needs
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	identifying and responding to any quality problems to ensure that presentations meet user needs

Skill	When learners are …
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	storing and retrieving document and presentation files effectively, inline with local guidelines and conventions where available
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	combining information of different forms or from different sources for presentations in line with any copyright constraints
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	entering information into presentation slides so that it is ready for editing and formatting

Unit 227: Spreadsheet Software

Unit code: 227

Unit reference number: F/502/4625

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Spreadsheet software tools and techniques will be described as 'Intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;

- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and

- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

Unit content

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

Spreadsheet structure: Spreadsheet components (cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout; planning new spreadsheets

Enter and edit: entering data into single cells; insert data into multiple cells at once; replicate data; find and replace; absolute and relative cell references; entering data accurately; adding images to spreadsheets; linking cells between different spreadsheets or workbooks; use of paste and paste link;

Uses of spreadsheets: manipulation of structured mainly numeric data; manipulation of lists as flat file databases; presentation of information eg to clarify relationships or interpret data; repetitively and accurately performing calculations eg payroll, statistics; list management eg searching large datasets, interpreting data using sorting and filtering

File handling: file management eg naming files, folder structures, moving and deleting files

Store and retrieve: Save, save as, find, open, close, open CSV file in spreadsheet application, save spreadsheet file as CSV; templates

Local guidelines and conventions: as laid down by the organisation (where applicable) eg security procedures, file naming conventions

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

User need: processing requirements; input and output

Formulae: simple mathematical formulae (add, subtract, divide, multiply) eg calculating VAT, totalling columns of figures; complex formulae involving two stage calculations eg calculations of pay based on basic hours and overtime, compound interest; typical errors eg circular references; techniques used to sorting out problems eg use of reveal formulae, formula wizards; use of help systems

Functions: statistical functions eg sum, average, min, max, count, countif; logical functions eg IF, OR, AND

Analysing and interpreting data: totals; sub-totals and summary data; sorting and display order; filter rows and columns; converting spreadsheet data to charts and graphs; appropriate choice of methods for particular situations

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

Format cells: numbers, currency, percentages, number of decimal places, font and alignment, shading and borders; date and time formats, wrap text

Format rows and columns: height, width, borders and shading, hide, freeze,

Presenting numeric data: appropriate data types (text, currency and date); formatting cells (colours, shading, alignment, borders); other formatting eg increasing/decreasing decimal points, merging cells;

Charts and graphs: simple chart eg pie, bar, single line graph; complex charts eg area, column, x-y scatter, stock, radar, doughnut, surface

Format charts and graphs: titles (axis and chart); legend; change chart type; move and resize chart

Page layout: size and orientation; other layout features eg margins, header and footer, page breaks, page numbers, date and time; printing and adjusting page set up for printing

Check spreadsheet information: accuracy of numbers, formulas and any text; suitability of charts and graphs; layout and formatting; validity and accuracy of analysis; sorting out errors; use of reveal formulae; checking that user requirements met

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 228: Website Software* and *Unit 229: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Design Software	Design Software	Design Software
Design and Imaging Software	Imaging Software	Imaging Software	Imaging Software
Presentation Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Word Processing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (SS: Spreadsheet Software).

Essential resources

Learners will need access to relevant software (Microsoft Excel or similar, Microsoft Word or similar, packages compatible to allow combining of information), plus hardware capable of running these software packages including printers.

Further useful resources would include sets of example spreadsheets with notes and solutions provided on a drive accessible to learners outside normal lesson time to give opportunity for independent study. It is probable that learning resource centres will also have purchased self teach packages for spreadsheets and again access to these out of lesson time would be valuable

Employer engagement and vocational contexts

There is ample scope for employer engagement within the scope of this unit. An employer would be unusual if it did not have a number of spreadsheet applications to undertake specific tasks, whether they be for managing expenses, tracking holiday dates and rotas or similar. As long as the information they hold is not sensitive – either to the company or individuals then such examples would be ideal to demonstrate the use of spreadsheets in a normal working environment. If at all possible, the employee who normally uses the spreadsheet could be asked to describe the purpose and use and invite the learners to suggest refinements.

It is likely that the vast majority of examples found in textbooks will naturally derive from a vocational context.

Indicative reading for learners

Textbooks

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) — with CD* (Microsoft Press, 2007) ISBN-10 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN-10 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org/kscope/techknowpark/FreeFall/Resources.html

www.openoffice.org/product/calc.html

Functional Skills − Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	identifying what numerical and other information is needed in the spreadsheet and how it should be structured
	planning how to present and formatting spreadsheet information effectively to meet needs
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	selecting and using a range of appropriate functions and formulas to meet calculation requirements
Manage information storage to enable efficient retrieval	storing and retrieving spreadsheet files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering and editing numerical and other data accurately
Use appropriate software to meet the requirements of a complex data-handling task	selecting and using a range of appropriate functions and formulas to meet calculation requirements
	using a range of tools and techniques to analyse and manipulate data to meet requirements
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	planning how to present and format spreadsheet information effectively to meet needs
	selecting and using appropriate page layout to present and print spreadsheet information
	combining and linking data across worksheets

Skill	When learners are …
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking information meets needs, using spreadsheet tools and making corrections as necessary

Unit 228:   Website Software

Unit code: 228

Unit reference number: R/502/4631

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites. Any aspect that is unfamiliar may require support and advice from others.

Website software tools and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar;
- the choice and use of development techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Create structures and styles for websites	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 the 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
2 Use website software tools to prepare content for websites	2.1 Prepare content for web pages so that is it 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
3 Publish websites	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 appropriate programme to upload and publish the website
	3.4 Respond appropriately to problems with multiple page websites

Unit content

1 **Create structures and styles for websites**

Content and layout: content eg body text, headings, captions; using images eg still photographs, diagrams, animation, video clips; displaying numbers eg tables, charts or graphs; altering the background eg colours, gradients, patterns, textures; page structure eg frames, side bars; sound eg clips linked to navigation, background music, video sound track

Constraints: effect of copyright law eg on music downloads or use of other people's images; acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards

Website features and structures: web page features and structures will vary, but may include: navigation eg action buttons, links, hot spots, menus, hyper links, pop-ups; multimedia eg sound linked to actions, video clips, sound track

Web page templates: design layout will vary but may include: text eg body text, headings, captions; images eg still photographs, diagrams; numbers eg tables, charts or graphs; background eg colours, gradients, patterns, textures; structure eg frames, side bars; moving images eg animation, video clips; sound eg clips linked to navigation, background music, video sound track)

Web page styles: styles will vary according to the different elements of the website design, but may include: typeface eg font, colour, size and alignment of headings, captions or body text; lines eg type, thickness and colour of borders, tables, diagrams)

Access issues: the difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds eg from different browser software, connection type, size of web page contents

File types: text eg rtf, doc, pdf; images eg jpeg, tiff, psd; charts and graphs eg xls; sound eg wav, MP3; web pages eg html, htm, xml, css

Store and retrieve: eg save, save as, find, open, close, open rtf file in application, save file as rtf or html

Local guidelines and conventions: as laid down by the organisation (where applicable) eg security procedures, file naming conventions

2 **Use website software tools to prepare content for websites**

Combine information: combine information to fit purpose eg images with text, text with audio and/or video, numbers with charts and graphs

Editing techniques: editing techniques will vary in line with the type of information, eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates

Development techniques: creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language

File formats: change format of documents to RTF or HTML

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Check web pages: will vary depending on the content eg text, spell check, grammar check, type face and size, hyphenation; layout eg page layout, margins, line and page breaks, tables, frames, sections; Images eg size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

3 **Publish websites**

Testing methods: eg viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links

Problems with websites: problems may vary, but could include: content that is not appropriate for the template or missing, text that is not readable or missing, images that are oriented or sized wrongly, navigation that does not work as planned; multimedia features eg sound levels, image resolution, synchronisation of sound and images

Upload and publish website: upload content to a template or use file exchange programme to upload and publish eg FTP or HTTP

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software* and *Unit 229: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	IT Software Fundamentals	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (WS: Website Software).

Essential resources

To deliver this unit, learners must have access to a software application design specifically for creating websites through a visual design process and not just through writing HTML code. Learners will need to be able to upload their websites onto the World Wide Web or onto a local network.

Employer engagement and vocational contexts

Employer engagement would be useful in this unit and learners could be provided with a client brief for a specific website. Workplace experience could be useful in seeing how web designers work in a real context but this is not necessary for successful completion of the unit.

Indicative reading for learners

Textbooks

Crowder, D A. — *Building a Web Site for Dummies* (John Wiley & Sons, 2004) ISBN 978-0764571442

Online Training Solutions — *Microsoft Office FrontPage 2003 Step by Step* (Microsoft PressUS, 2003) ISBN 0735615195

Vandome D — *Dreamweaver MX 2004 in Easy Steps* (Computer Step, 2004)

ISBN 1840782811

Websites

www.coffeecup.com

office.microsoft.com/en-gb/frontpage/default.aspx

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
Manage information storage to enable efficient retrieval	
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	building a multi-page website with text and images for a defined audience
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	creating templates for use on their website
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

Unit 229: Word Processing Software

Unit code:	229
Unit reference number:	R/502/4628
Level:	2
Credit value:	4
Guided learning hours:	30

Unit summary

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

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

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

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

Unit content

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

Templates: existing templates eg blank document, fax, letter, web page; create new templates for common documents

Inputting information: keyboard skills eg using the full range of keys, typing accurately and efficiently, using keyboard shortcuts; other input methods eg voice recognition, touch screen, stylus

Editing tools: appropriate to the type of information eg select, copy, cut, paste, drag and drop, undo, redo, find, replace, insert, delete, size, crop, position

Storing and retrieving files: relevant guidelines eg versions, storage locations, backup; folders; change format of documents to RTF or HTML

Combine information: tools and techniques eg insert, size, position, text wrapping, group, order; link information in a document to another source; mail merge documents and labels; hyperlinks; types of information eg text, numbers, images, other graphic elements eg lines, borders; objects

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

Tables and forms: create and alter table structure eg insert and delete cells, rows and columns, merge and split cells; alter table properties eg row height and column width, horizontal and vertical text alignment, cell margins; sort; convert text to table; formatting tools eg add borders and shading, format text eg font size, colour, bold

Styles: heading styles: apply or change existing styles to a word, line, paragraph or section; define styles for different elements of common documents

Page layouts: eg paper size and type, page orientation, margins, page breaks, section breaks; format header and footer eg page number, date and time; adjust page set up for printing

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

Formatting techniques: characters eg font style and size, colour, bold, italic, underline, superscript, subscript; paragraphs eg alignment, justification, bullets, numbering, line spacing, borders, shading, widows and orphans; tabs and indents; columns eg add and delete columns, modify column width, add columns to whole or parts of a page

Quality-checking: software tools eg spell check, grammar check, print preview, language and dictionary settings; other eg font style and size, hyphenation, page layout, margins, line and page breaks, tables, accuracy, consistency, clarity

Audience types: individuals; groups; context eg business, social

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 225: Presentation Software*, *Unit 227: Spreadsheet Software* and *Unit 228: Website Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	IT Software Fundamentals	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (WP: Word Processing Software).

Essential resources

Learners will need access to appropriate text processing software (Microsoft Word® or similar). In addition learners must have access to either different types of information, eg graphic images, or to other sources of information.

Learners should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	checking documents meet needs, using IT tools and making corrections as necessary describing any quality problems with documents responding appropriately to quality problems with documents so that outcomes meet needs
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
Manage information storage to enable efficient retrieval	storing and retrieving document and template files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents
Select information from a variety of sources to meet requirements of a complex task	selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents

Functional Skills — Level 2

ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	identifying the document requirements for structure and style selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents creating and modifying columns, tables and forms to organise information
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	identifying the document requirements for structure and style selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents creating and modifying columns, tables and forms to organise information
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking documents meet needs, using IT tools and making corrections as necessary describing any quality problems with documents responding appropriately to quality problems with documents so that outcomes meet needs

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Unit 318: Database Software

Unit code: 318

Unit reference number: T/502/4556

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use advanced database software tools and techniques efficiently to:

- enter complex information into databases;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

They will also be able to design, create and interrogate multiple-table relational databases.

Database tools, functions and techniques will be described as 'advanced' because:

- the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan, create and modify relational database tables to meet requirements	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
2 Enter, edit and organise structured information in a database	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
3 Use database software tools to create, edit and run data queries and produce reports	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 content

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

Relationships: creating and modifying relationships; benefits of the relational model, eg reduced data redundancy; pragmatic normalisation; relationships (one-to-many, one-to-one, many-to-many)

Field properties: data types and properties of different field types

Key fields: primary keys; foreign keys; referential integrity; auto incremented keys

Errors: identification of typical errors eg different data types in related tables; rectification of errors; poor design; inconsistent normalisation; effects of malicious or accidental alteration

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

Enter, edit and organise data: select and update fields; create new records; locate and amend records; search operators

Format data entry forms: field characteristics and layout; lookups; styles

Check data entry: eg spell check, format, accuracy, consistency, completeness, validity, security, fitness for purpose

Data entry errors: causes eg field size, wrong data type; validation checks; using help

3 **Use database software tools to run data queries and produce reports**

Database queries: features of queries eg alphanumeric sort, filter, single criteria, multiple criteria; types of queries that update and amend data; styles

Database reports: Using menus, wizards or shortcuts; selected fields; selected records

Formatting database reports: Data fields; page and section layout; adding text or images; adjusting page setup for printing; styles

Check data entry: checking against requirements (inputs and outputs, completeness, accuracy, security needs, formatting, layout)

Creation and modification: tables; queries; reports

4 **Customise database operation to improve efficiency**

Customising: menus and toolbars, eg use show/hide functionality, add buttons to toolbars

Automation: programmed routines, eg macros, scripts, program code

Importing and exporting data: to other software packages and formats

Database roles: eg end-user, analyst, developer, administrator

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their ability to use database software at a basic level. Learners will need to practice their skills before assessment. This unit can be taught in conjunction with other units, eg Data Management Software.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification and a single context could be used for gathering evidence for this unit. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Assessment will primarily come from printouts and tutor observation plus any additional written work required to meet the assessment criteria. It is advised that the learners keep a log of evidence, recorded against each assessment criteria.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
	IT Software Fundamentals	IT Software Fundamentals	Database Software
	Data Management Software	Database Software	Data Management Software
		Data Management Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (DB: Database Software).

Essential resources

Learners will need access to relevant software (Microsoft Access or similar), plus hardware capable of running the software (including a printer).

Self teach materials to extend individuals can be very valuable – perhaps made available in open resource areas. Access to sets of graded examples (with answers) through an open drive again can be very helpful and ideally connections could be made with resource centre staff in order to prepare them for the queries and complications that learners might encounter when working independently.

Materials that focus on the database package used will also be valuable – help sheets, self teach materials etc

Employer engagement and vocational contexts

This unit lends itself well to realistic vocational contexts although probably within small businesses rather than large corporations who are likely to have substantial and very complex database management systems rather than a series of small simple databases. Visiting external speakers will be particularly valuable early on in the delivery. It is also worth exploring individuals within the centre who use databases for limited applications who would be willing to talk and demonstrate the database they use.

Indicative reading for learners

Books

Heathcote F — *Basic Access 2000-2003* (Payne-Gallway Publishers, 2004) ISBN 1904467784

Heathcote P and Heathcote F **—** *Further Access 2000-2003* (Payne-Gallway Publishers, 2004) ISBN 1904467741

Heathcote R — *ICT Projects for GCSE* (Payne-Gallway Publishers, 2002) ISBN 1903112699

Websites

http://www.icteachers.co.uk/resources/resources_home.htm

http://www.teachernet.gov.uk/teachingandlearning/subjects/ict/

http://www.teachingandlearningresources.co.uk/teachingict.shtml

Functional Skills — Level 2

Skill	When learners are...	
ICT — Using ICT		
Plan solutions to complex tasks by analysing the necessary stages		
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts		
Manage information storage to enable efficient retrieval		
ICT — Finding and selecting information		
Use appropriate search techniques to locate and select relevant information		
Select information from a variety of sources to meet requirements of a complex task		
ICT — Developing, presenting and communicating information		
Enter, develop and refine information using appropriate software to meet requirements of a complex task	building a multi-page website with text and images for a defined audience	
Use appropriate software to meet the requirements of a complex data-handling task		
Use communications software to meet requirements of a complex task		
Combine and present information in ways that are fit for purpose and audience	creating templates for use on their website	
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information		

Unit 325: Presentation Software

Unit code: 325

Unit reference number: T/502/4623

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.

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

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying

- the inputting, manipulating and outputting techniques will be complex and will involve identification and application; and

- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine text and other information within presentation slides	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
2 Use presentation software tools to structure, edit and format presentations	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

Learning outcomes	Assessment criteria
3 Prepare interactive slideshow for presentation	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 content

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

Images, video or sound for presentations: clip-art, photo, scanned images, borders, create diagrams or graphics, image formats pre-recorded audio/video clips; audio and video formats

Charts and tables for presentations: table, pie chart, graph, diagram, organisational chart, flowchart

Combine information for presentations: combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software; reference external information with hyperlinks

Constraints: on content: copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (eg environment, timing)

Store and retrieve: save, save as, find, open, close; naming protocols; reducing file size, save presentation as a stand alone show or as web pages

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

Slide structure: layout, templates, design and style; organisational organisational guidelines; adapt and create new templates

Presentation effects: video, sound, animation, slide transitions, visual and sound effects; hyperlinks; interactive elements

Edit presentation: size, crop and position objects; wrap text, add captions and graphic elements, slide order; change orientation

*Animation and transition effects: a*dding and removing hyperlinks; apply and create transitions, apply animations, action buttons

Format slides: bullets, numbering, line spacing, alignment, colour, fonts, size; backgrounds; master slides; colour schemes; themes

3 **Prepare interactive slideshow for presentation**

Present slides: timing, content, meaning; organisation of information; audience needs; location, contexts

Prepare slides: view and re-order slides; rehearse timing and effects; set up and amend slide show settings; print slides, handouts, speaker notes; export formats

Check presentations: spell check; grammar check; word count; orientation; layout; slide order; text alignment and formatting, accuracy, clarity; transitions and timings; choice and suitability of effects, actions and links

Quality problems with presentations: will vary according to the content for example:

Text eg formatting, styles, structure;

Images eg size, position, orientation, unwanted content;

Effects eg timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 201: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 327: Spreadsheet Software*, *Unit 228: Website Software* and *Unit 329: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	IT Software Fundamentals	Design Software	Design Software
Presentation Software	Desktop Publishing Software	Imaging Software	Imaging Software
Spreadsheet Software	Multimedia Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Spreadsheet Software	Multimedia Software	Multimedia Software

Entry Level 3	Level 1	Level 2	Level 3
	Website Software	Presentation Software	Presentation Software
	Word Processing Software	Spreadsheet Software	Spreadsheet Software
	Imaging Software	Website Software	Website Software
		Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (PS: Presentation Software).

Essential resources

Learners should be presented with a variety of content to choose from, as well as an industry standard presentation application such as Microsoft PowerPoint or OpenOffice Impress.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource materials

Textbook

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2006)
ISBN-10 0470040599

Website

www.openoffice.org/product/impress.html

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	combining information of different forms or from different sources for presentations in line with any copyright constraints
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	selecting and using an appropriate template and theme to structure slides
Manage information storage to enable efficient retrieval	storing and retrieving document and presentation files effectively, in line with local guidelines and conventions where available
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	combining information of different forms or from different sources for presentations in line with any copyright constraints
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● • text and tables ● • images ● • numbers ● • records	preparing and presenting slides for presentation, using IT tools and making corrections as appropriate to meet user needs
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	identifying and responding to any quality problems to ensure that presentations meet user needs

Skill	When learners are …
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	storing and retrieving document and presentation files effectively, inline with local guidelines and conventions where available
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	combining information of different forms or from different sources for presentations in line with any copyright constraints
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	entering information into presentation slides so that it is ready for editing and formatting

Unit 327:   Spreadsheet Software

Unit code: 327

Unit reference number: J/502/4626

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets.

Spreadsheet software tools and techniques will be described as 'advanced' because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine;
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and
- the user will take full responsibility for setting up and developing the functionality of the spreadsheet.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data from different sources
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Select and use appropriate formulas and data analysis tools and techniques to meet requirements	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

Learning outcomes	Assessment criteria
3 Use tools and techniques to present, and format and publish spreadsheet information	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 content

1 **Use a spreadsheet to enter, edit and organise numerical and other information**

Information types: numbers; charts; graphs; text, images; linked and embedded objects

Spreadsheet components: eg cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets, structure, design and layout; spreadsheet templates

Enter and edit: basic techniques eg replicate data, find and replace, use absolute and relative cell references, add data and text to a chart; complex techniques eg hide and protect cells; other techniques eg data entry forms

Combine and link data: across worksheets and other types of files eg word processed documents; shared or collaborative workspaces

Store and retrieve: basic operations eg save, save as, find, open, close; CSV files; templates; selective data import and export; file properties; password protection

Customise: examples eg keyboard shortcuts, bespoke toolbars, menus; default settings; start-up

Validation tools: eg use of data restrictions, cell prompts, using formulae to determine valid entries for cells

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

Analysis and interpretation techniques: basic techniques eg totals, sub-totals, filter rows and columns, sorting; advanced techniques eg grouping, outlines, pivot tables; judgement of when and how to use these methods

Functions and formulas: design of formulas to meet calculation requirements; types of application eg mathematical, statistical, financial; logical operators

Forecasting tools: what if scenarios, goal seek; data tables; views

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

Format cells: basic formatting eg numbers, currency, percentages, number of decimal places, freezing panes, font and alignment, borders and shading; date and time; advanced formatting eg custom formats, conditional formatting, styles; cell protection; workbook protection

Charts and graphs: types and their characteristics eg x-y scatter, stock, radar, doughnut, surface; custom types eg two graph types on one axis

Format charts and graphs: basic techniques eg titles, legend, changing chart type, move and resize chart; advanced features eg changing axis scales, annotation, layout; pivot table reports

Page layout: basic techniques eg choice of size, portrait, landscape, margins, header and footer, page breaks, page numbering, date and time, adjust page set up for printing; selective printing; publishing of spreadsheet information

Check spreadsheet information: accuracy of numbers, formulas and any text; suitability of charts or graphs; use of reveal formulae; meeting user requirements; check links

Problems with spreadsheets: using help; sorting out errors

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity Using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software, Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 325: Presentation Software*, *Unit 228: Website Software* and *Unit 329: Word Processing Software*.

Assessment

At this level, assessment is probably suited to assignments in the form of one project, where learners can apply all the principles of the unit to one business problem. This assignment might best be structured into three parts and each introduced at appropriate points when the learner has been taught the skills and knowledge required.

To achieve a pass grade, learners must achieve all of the pass criteria listed in the grading grid.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Desktop Publishing Software	Design Software	Design Software	Design Software
Design and Imaging Software	Imaging Software	Imaging Software	Imaging Software
Presentation Software	Drawing and Planning Software	Drawing and Planning Software	Drawing and Planning Software
Word Processing Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software

Entry Level 3	Level 1	Level 2	Level 3
	Website Software	Website Software	Website Software
	Word Processing Software	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using IT Productivity Tools and Applications (SS: Spreadsheet Software).

Essential resources

Learners will need access to relevant software (Microsoft Excel or similar, Microsoft Word or similar, packages compatible to allow combining of information), plus hardware capable of running these software packages including printers.

Further useful resources would include sets of example spreadsheets with notes and solutions provided on a drive accessible to learners outside normal lesson time to give opportunity for independent study. It is probable that learning resource centres will also have purchased self teach packages for spreadsheets and again access to these out of lesson time would be valuable

Employer engagement and vocational contexts

There is ample scope for employer engagement within the scope of this unit. An employer would be unusual if it did not have a number of spreadsheet applications to undertake specific tasks, whether they be for managing expenses, tracking holiday dates and rotas or similar. As long as the information they hold is not sensitive – either to the company or individuals then such examples would be ideal to demonstrate the use of spreadsheets in a normal working environment. If at all possible, the employee who normally uses the spreadsheet could be asked to describe the purpose and use and invite the learners to suggest refinements.

It is likely that the vast majority of examples found in textbooks will naturally derive from a vocational context.

Indicative reading for learners

Textbooks

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) — with CD* (Microsoft Press, 2007) ISBN-10 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN-10 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org/kscope/techknowpark/FreeFall/Resources.html

www.openoffice.org/product/calc.html

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	identifying what numerical and other information is needed in the spreadsheet and how it should be structured planning how to present and formatting spreadsheet information effectively to meet needs
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	selecting and using a range of appropriate functions and formulas to meet calculation requirements
Manage information storage to enable efficient retrieval	storing and retrieving spreadsheet files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering and editing numerical and other data accurately
Use appropriate software to meet the requirements of a complex data-handling task	selecting and using a range of appropriate functions and formulas to meet calculation requirements using a range of tools and techniques to analyse and manipulate data to meet requirements
Use communications software to meet requirements of a complex task	

Skill	When learners are …
Combine and present information in ways that are fit for purpose and audience	planning how to present and format spreadsheet information effectively to meet needs
	selecting and using appropriate page layout to present and print spreadsheet information
	combining and linking data across worksheets
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking information meets needs, using spreadsheet tools and making corrections as necessary
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
Manage information storage to enable efficient retrieval	
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	
Select information from a variety of sources to meet requirements of a complex task	
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	building a multi-page website with text and images for a defined audience
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	

Skill	When learners are …
Combine and present information in ways that are fit for purpose and audience	creating templates for use on their website
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

Unit 329:   Word Processing Software

Unit code: 329

Unit reference number: Y/502/4629

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents.

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

- the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;

- the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and

- the user will take full responsibility for the inputting, manipulating and outputting of the information.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Enter and combine text and other information accurately within word processing documents	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 documents
	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
2 Create and modify appropriate layouts, structures and styles for word processing documents	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

Learning outcomes	Assessment criteria
3 Use word processing software tools and techniques to format and present documents effectively to meet requirements	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 content

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

Forms of information: eg text, numbers, images; other graphic elements eg lines, borders; objects

Templates: use existing, create, amend, delete

Combine information: tools and techniques eg insert, size, position, text wrap, order, group; link information in a document to another source eg mail merge documents and labels, merge fields, information produced using different software; hyperlinks

Store and retrieve: file properties; relevant guidelines eg versions, storage location, backup locations; file formats eg select, change; protection eg password, encryption; methods to reduce file size; template; style sheets

Work with multiple documents or users: eg version control, audit and track changes, compare and merge documents; document sharing and collaboration

Customise: eg shortcuts, toolbars, menus; default settings; start-up, language

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

Tables and forms: table eg add, complete, convert text to table, sort, position, headings, totals; heading rows; embedded spreadsheet data; forms eg create, amend; insert eg cells, rows, columns; delete eg cells, rows, columns; adjust eg row height, column width; cells eg merge, split, horizontal text alignment, vertical text alignment, margins, borders, shading

Styles: heading styles; apply or change existing styles eg to a word, line, paragraph, section; new styles eg define, organise, use

Page layout: paper size, paper type; page orientation; margins; header and footer; page and section breaks; page numbering; date and time; columns; adjust page set up for printing

Document structure: bookmarks; cross-referencing eg indexes, contents page; outlines, master and sub-documents

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

Format characters: size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters, symbols, spacing, position

Format paragraphs: layout eg alignment, indents, tabs, widows and orphans; numbering eg bullets, numbering, outline numbers, sub numbering, style sheet; line spacing; paragraph spacing; emphasising eg borders, shading; custom styles; inserting eg graphics, objects; text wrap

Format columns: add columns eg to whole document, part of a page; delete; adjust eg number, width,; add column breaks

Automate routines: keyboard shortcuts; autotext; customise menus; macros

Check word processed documents: software tools eg spell check, grammar check, language settings, dictionary settings; print preview; other eg font style, font size, hyphenation; page layout eg margins, line breaks, page breaks, tables, accuracy, consistency, clarity, cross referencing

Quality problems: text eg styles, structure, layout; images eg size, position, orientation; numbers eg decimal points, results of any calculations; links, cross-references, version

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit 101: Improving Productivity using IT*, *Unit 212: IT Software Fundamentals*, *Unit 220: Design Software*, *Unit 221: Imaging Software*, *Unit 223: Desktop Publishing Software*, *Unit 224: Multimedia Software*, *Unit 325: Presentation Software*, *Unit 327: Spreadsheet Software* and *Unit 228: Website Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	Improving Productivity Using IT	Improving Productivity Using IT	Improving Productivity Using IT
Desktop Publishing Software	Design Software	Design Software	Design Software
Presentation Software	Imaging Software	Imaging Software	Imaging Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Desktop Publishing Software
Word Processing Software	Multimedia Software	Multimedia Software	Multimedia Software
	Presentation Software	Presentation Software	Presentation Software

Entry Level 3	Level 1	Level 2	Level 3
	Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
	Website Software	Website Software	Website Software
	IT Software Fundamentals	Word Processing Software	Word Processing Software

This unit maps to some of the underpinning knowledge from the following areas of competence in the National Occupational Standards for IT Users:

- Using Productivity Tools and Applications (WP: Word Processing Software).

Essential resources

Learners will need access to appropriate text processing software (Microsoft Word® or similar). In addition learners must have access to either different types of information, eg graphic images, or to other sources of information.

Learners should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Functional Skills — Level 2

Skill	When learners are …
ICT — Using ICT	
Plan solutions to complex tasks by analysing the necessary stages	checking documents meet needs, using IT tools and making corrections as necessary describing any quality problems with documents responding appropriately to quality problems with documents so that outcomes meet needs
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
Manage information storage to enable efficient retrieval	storing and retrieving document and template files effectively, in line with local guidelines and conventions where available
ICT — Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents
Select information from a variety of sources to meet requirements of a complex task	selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents
ICT — Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	identifying the document requirements for structure and style selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents creating and modifying columns, tables and forms to organise information

Skill	When learners are …
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	identifying the document requirements for structure and style selecting text and other types of information and using appropriate techniques to enter it accurately and efficiently into documents combining or merging information within a document from other software or other documents creating and modifying columns, tables and forms to organise information
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	checking documents meet needs, using IT tools and making corrections as necessary describing any quality problems with documents responding appropriately to quality problems with documents so that outcomes meet needs

Pearson BTEC Entry Level 3 and Level 1 Award, Certificate, Extended Certificate and Diploma
for IT Users (ITQ) – Specification – Issue 4 – June 2016 © Pearson Education Limited 2016

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for quality and training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- • the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

e-Skills UK
1 Castle Lane
London
SW1E 6DR

Telephone:	020 7963 8920
Fax:	020 7592 9138
Email:	info@e-skills.com
Website:	http://itq.e-skills.com

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Pearson/BTEC qualification framework for the Information Technology sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		Pearson BTEC Level 5 HND Diploma in Computing and Systems Development Pearson BTEC Level 5 Diploma in Professional Software Development		
4		Edexcel Level 4 BTEC HNC Diploma in Computing and Systems Development		Pearson BTEC Level 4 Diploma in Professional Competence for IT and Telecoms Professionals
3	Edexcel Advanced Subsidiary GCE in Applied ICT (Single Award/Double Award) Edexcel Advanced GCE in Applied ICT (Single Award/Double Award)	Edexcel Level 3 BTEC Certificate/Subsidiary Diploma/Diploma/Extended Diploma in IT Pearson BTEC Level 3 Award/Certificate/Diploma for IT Users (ITQ)	Pearson BTEC Level 3 Certificate/Diploma/ Subsidiary Diploma in Information Technology (Specialist)	Pearson BTEC Level 3 Award/Certificate/Diploma for IT Users (ITQ) Pearson BTEC Level 3 Diploma in Professional Competence for IT and Telecoms Professionals Pearson BTEC Level 3 Certificate/Diploma/Extended Diploma in ICT Systems and Principles Pearson BTEC Level 3 Diploma in IT User Skills (ITQ)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Edexcel Functional Skills qualification in ICT at Level 2 Edexcel GCSE in ICT Edexcel GCSE in ICT (Double Award) Edexcel Level 2 Award in Digital Applications for IT Users Edexcel Level 2 Certificate in Digital Applications for IT Users Edexcel Level 2 Extended Certificate in Digital Applications for IT Users Edexcel Level 2 Diploma in Digital Applications for IT Users	Edexcel Level 2 BTEC Certificate/Extended Certificate/Diploma in Information Technology Pearson BTEC Level 2 Award/Certificate/Diploma for IT Users (ITQ)	Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Information Technology (Specialist)	Pearson BTEC Level 2 Award/Certificate/Diploma for IT Users (ITQ) Pearson BTEC Level 2 Diploma in Professional Competence for IT and Telecoms Professionals Pearson BTEC Level 2 Certificate in ICT Systems and Principles Pearson BTEC Level 2 Diploma in IT User Skills (ITQ)
1	Edexcel Functional Skills qualification in ICT at Level 1 Edexcel GCSE in ICT Edexcel GCSE in ICT (Double Award) Edexcel Level 1 Award in Digital Applications for IT Users Edexcel Level 1 Certificate in Digital Applications for IT Users Edexcel Level 1 Extended Certificate in Digital Applications for IT Users Edexcel Level 1 Diploma in Digital Applications for IT Users	Pearson BTEC Level 1 Award/Certificate/Diploma for IT Users (ITQ)		Pearson BTEC Level 1 Award/Certificate/Diploma for IT Users (ITQ)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
Entry	Edexcel Functional Skills qualifications in IT at Entry 1, 2 and 3			Edexcel Entry Level 3 BTEC Award/Certificate for IT Users (ITQ)

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. www.edexcel.com.

Restrictions on learner entry

The Pearson BTEC Award, Certificate and Diploma for IT Users (ITQ) qualifications are accredited on the RQF for pre 16, 16–18, 18+ and 19+ learners.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Annexe D: Wider curriculum mapping

Study of the Pearson BTEC Entry level and Level 1 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe E: National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC IT Users (ITQ) qualifications against the underpinning knowledge of the IT Users National Occupational Standards.

KEY

✓ indicates partial coverage of the ITQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	Unit E02: IT User Fundamentals	Unit E07: Using the Internet	Unit E08: Using Mobile IT Devices	Unit E09: Using Email	Unit E23: Desktop Publishing Software	Unit E25: Presentation Software	Unit E27: Spreadsheet Software	Unit E29: Word Processing Software	Unit E30: Design and Imaging Software	Unit E31: The Internet and World Wide Web	Unit E32: Digital Lifestyle	Unit 101: Improving Productivity Using IT	Unit 102: IT User Fundamentals	Unit 103: Set Up an IT System	Unit 104: Optimise IT System Performance	Unit 105: IT Security for Users	Unit 106: IT Communication Fundamentals	Unit 107: Using the Internet	Unit 108: Using Mobile IT Devices	Unit 109: Using Email	Unit 110: Personal Information Management Software
IPU: Improving Productivity Using IT												✓									
IUF: FS IT User Fundamentals	✓												✓								
SIS: Set Up an IT System														✓							
OSP: Optimise IT System Performance															✓						
ITS: IT Security for Users																✓					
ICF: FS IT Communication Fundamentals																	✓				

Units	Unit E02: IT User Fundamentals	Unit E07: Using the Internet	Unit E08: Using Mobile IT Devices	Unit E09: Using Email	Unit E23: Desktop Publishing Software	Unit E25: Presentation Software	Unit E27: Spreadsheet Software	Unit E29: Word Processing Software	Unit E30: Design and Imaging Software	Unit E31: The Internet and World Wide Web	Unit E32: Digital Lifestyle	Unit 101: Improving Productivity Using IT	Unit 102: IT User Fundamentals	Unit 103: Set Up an IT System	Unit 104: Optimise IT System Performance	Unit 105: IT Security for Users	Unit 106: IT Communication Fundamentals	Unit 107: Using the Internet	Unit 108: Using Mobile IT Devices	Unit 109: Using Email	Unit 110: Personal Information Management Software
INT: Using the Internet		✓								✓								✓			
UMD: Using Mobile IT Devices			✓																✓		
EML: Using Email				✓						✓										✓	
PIM: Personal Information Management Software																					✓
UCT: Using Collaborative Technologies																					
ISF: FS IT Software Fundamentals																					
AV: Audio and Video Software											✓										
BS: Bespoke or Specialist Software																					
CAS: Computerised Accounting Software																					

Units	Unit E02: IT User Fundamentals	Unit E07: Using the Internet	Unit E08: Using Mobile IT Devices	Unit E09: Using Email	Unit E23: Desktop Publishing Software	Unit E25: Presentation Software	Unit E27: Spreadsheet Software	Unit E29: Word Processing Software	Unit E30: Design and Imaging Software	Unit E31: The Internet and World Wide Web	Unit E32: Digital Lifestyle	Unit 101: Improving Productivity Using IT	Unit 102: IT User Fundamentals	Unit 103: Set Up an IT System	Unit 104: Optimise IT System Performance	Unit 105: IT Security for Users	Unit 106: IT Communication Fundamentals	Unit 107: Using the Internet	Unit 108: Using Mobile IT Devices	Unit 109: Using Email	Unit 110: Personal Information Management Software
DB: Database Software																					
DMS: Data Management Software																					
DIS: Design and Imaging Software									✓		✓										
DPS: 2D Drawing and Planning Software																					
DTP: Desktop Publishing Software					✓																
MM: Multimedia Software											✓										
PS: Presentation Software						✓															
PM: Project Management Software																					

Units	Unit E02: IT User Fundamentals	Unit E07: Using the Internet	Unit E08: Using Mobile IT Devices	Unit E09: Using Email	Unit E23: Desktop Publishing Software	Unit E25: Presentation Software	Unit E27: Spreadsheet Software	Unit E29: Word Processing Software	Unit E30: Design and Imaging Software	Unit E31: The Internet and World Wide Web	Unit E32: Digital Lifestyle	Unit 101: Improving Productivity Using IT	Unit 102: IT User Fundamentals	Unit 103: Set Up an IT System	Unit 104: Optimise IT System Performance	Unit 105: IT Security for Users	Unit 106: IT Communication Fundamentals	Unit 107: Using the Internet	Unit 108: Using Mobile IT Devices	Unit 109: Using Email	Unit 110: Personal Information Management Software
SS: Spreadsheet Software							✓														
WS: Website Software																					
WP: Word Processing Software							✓														

Units	Unit 111: Using Collaborative Technologies	Unit 112: IT Software Fundamentals	Unit 113: Audio Software	Unit 114: Video Software	Unit 115: Bespoke Software	Unit 116: Specialist Software	Unit 117: Computerised Accounting Software	Unit 118: Database Software	Unit 119: Data Management Software	Unit 120: Design Software	Unit 121: Imaging Software	Unit 122: Drawing and Planning Software	Unit 123: Desktop Publishing Software	Unit 124: Multimedia Software	Unit 125: Presentation Software	Unit 126: Project Management Software	Unit 127: Spreadsheet Software	Unit 128: Website Software	Unit 129: Word Processing Software	Unit 130: Internet Safety for IT Users	Unit 131: Using a Keyboard
IPU: Improving Productivity Using IT																					
IUF: FS IT User Fundamentals																					
SIS: Set Up an IT System																					
OSP: Optimise IT System Performance																					
ITS: IT Security for Users																				✓	
ICF: FS IT Communication Fundamentals																					
INT: Using the Internet																				✓	
UMD: Using Mobile IT Devices																					
EML: Using Email																					
PIM: Personal Information Management Software																					
UCT: Using Collaborative Technologies	✓																				

Units	Unit 111: Using Collaborative Technologies	Unit 112: IT Software Fundamentals	Unit 113: Audio Software	Unit 114:Unit 114: Video Software	Unit 115: Bespoke Software	Unit 116: Specialist Software	Unit 117: Computerised Accounting Software	Unit 118: Database Software	Unit 119: Data Management Software	Unit 120: Design Software	Unit 121: Imaging Software	Unit 122: Drawing and Planning Software	Unit 123: Desktop Publishing Software	Unit 124: Multimedia Software	Unit 125: Presentation Software	Unit 126: Project Management Software	Unit 127: Spreadsheet Software	Unit 128: Website Software	Unit 129: Word Processing Software	Unit 130: Internet Safety for IT Users	Unit 131: Using a Keyboard
ISF: FS IT Software Fundamentals		✓																			
AV: Audio and Video Software			✓	✓																	
BS: Bespoke or Specialist Software					✓	✓															
CAS: Computerised Accounting Software							✓														
DB: Database Software								✓													
DMS: Data Management Software									✓												
DIS: Design and Imaging Software										✓	✓										
DPS: 2D Drawing and Planning Software												✓									
DTP: Desktop Publishing Software													✓								

Units	Unit 111: Using Collaborative Technologies	Unit 112: IT Software Fundamentals	Unit 113: Audio Software	Unit 114:Unit 114: Video Software	Unit 115: Bespoke Software	Unit 116: Specialist Software	Unit 117: Computerised Accounting Software	Unit 118: Database Software	Unit 119: Data Management Software	Unit 120: Design Software	Unit 121: Imaging Software	Unit 122: Drawing and Planning Software	Unit 123: Desktop Publishing Software	Unit 124: Multimedia Software	Unit 125: Presentation Software	Unit 126: Project Management Software	Unit 127: Spreadsheet Software	Unit 128: Website Software	Unit 129: Word Processing Software	Unit 130: Internet Safety for IT Users	Unit 131: Using a Keyboard
MM: Multimedia Software														✓							
PS: Presentation Software															✓						
PM: Project Management Software																✓					
SS: Spreadsheet Software																	✓				
WS: Website Software																		✓			
WP: Word Processing Software																			✓		✓

Units	Unit 202: IT User Fundamentals	Unit 205: IT Security for Users	Unit 207: Using the Internet	Unit 209: Using Email	Unit 212: IT Software Fundamentals	Unit 213: Audio Software	Unit 214: Video Software	Unit 218: Database Software	Unit 220: Design Software	Unit 221: Imaging Software	Unit 223: Desktop Publishing Software	Unit 224: Multimedia Software	Unit 225: Presentation Software	Unit 227: Spreadsheet Software	Unit 228: Website Software	Unit 229: Word Processing Software	Unit 318: Database Software	Unit 325: Presentation Software	Unit 327: Spreadsheet Software	Unit: 329 Word Processing Software
IPU: Improving Productivity Using IT																				
IUF: FS IT User Fundamentals	✓																			
SIS: Set Up an IT System																				
OSP: Optimise IT System Performance																				
ITS: IT Security for Users		✓																		
ICF: FS IT Communication Fundamentals																				
INT: Using the Internet			✓																	
UMD: Using Mobile IT Devices																				

Units	Unit 202: IT User Fundamentals	Unit 205: IT Security for Users	Unit 207: Using the Internet	Unit 209: Using Email	Unit 212: IT Software Fundamentals	Unit 213: Audio Software	Unit 214: Video Software	Unit 218: Database Software	Unit 220: Design Software	Unit 221: Imaging Software	Unit 223: Desktop Publishing Software	Unit 224: Multimedia Software	Unit 225: Presentation Software	Unit 227: Spreadsheet Software	Unit 228: Website Software	Unit 229: Word Processing Software	Unit 318: Database Software	Unit 325: Presentation Software	Unit 327: Spreadsheet Software	Unit: 329 Word Processing Software
EML: Using Email				✓																
PIM: Personal Information Management Software																				
UCT: Using Collaborative Technologies																				
ISF: FS IT Software Fundamentals					✓															
AV: Audio and Video Software						✓	✓													
BS: Bespoke or Specialist Software																				
CAS: Computerised Accounting Software																				
DB: Database Software								✓									✓			

Units	Unit 202: IT User Fundamentals	Unit 205: IT Security for Users	Unit 207: Using the Internet	Unit 209: Using Email	Unit 212: IT Software Fundamentals	Unit 213: Audio Software	Unit 214: Video Software	Unit 218: Database Software	Unit 220: Design Software	Unit 221: Imaging Software	Unit 223: Desktop Publishing Software	Unit 224: Multimedia Software	Unit 225: Presentation Software	Unit 227: Spreadsheet Software	Unit 228: Website Software	Unit 229: Word Processing Software	Unit 318: Database Software	Unit 325: Presentation Software	Unit 327: Spreadsheet Software	Unit: 329 Word Processing Software
DMS: Data Management Software								✓									✓			
DIS: Design and Imaging Software									✓	✓										
DPS: 2D Drawing and Planning Software																				
DTP: Desktop Publishing Software											✓									
MM: Multimedia Software												✓								
PS: Presentation Software													✓					✓		
PM: Project Management Software																				
SS: Spreadsheet Software														✓					✓	

Units	Unit 202: IT User Fundamentals	Unit 205: IT Security for Users	Unit 207: Using the Internet	Unit 209: Using Email	Unit 212: IT Software Fundamentals	Unit 213: Audio Software	Unit 214: Video Software	Unit 218: Database Software	Unit 220: Design Software	Unit 221: Imaging Software	Unit 223: Desktop Publishing Software	Unit 224: Multimedia Software	Unit 225: Presentation Software	Unit 227: Spreadsheet Software	Unit 228: Website Software	Unit 229: Word Processing Software	Unit 318: Database Software	Unit 325: Presentation Software	Unit 327: Spreadsheet Software	Unit: 329 Word Processing Software
WS: Website Software															✓					
WP: Word Processing Software																✓				✓