BTEC
Levels 1 & 2

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IT USERS (ITQ) MANUAL

LEVEL 1/2

Your guide to teaching and assessing popular Level 1 and Level 2 ITQ units

A PEARSON COMPANY

Welcome to the BTEC IT Users (ITQ) Manual

The manual has two functions: to help you understand what BTEC IT Users (ITQ) is about before you start to teach it and to be a quick and easy reference point during your teaching. It includes:

- an overview of the specification and assessment
- sixteen Level 1 and fifteen Level 2 units selected in consultation with teachers and annotated to clarify what evidence learners are expected to produce
- details of the support and resources available from Pearson.

Introducing BTEC ITQ from Pearson

Without a doubt, anyone who wants to operate effectively in today's digital world needs to have good IT skills and know how to apply them. However, research carried out recently by the Confederation of British Industry (CBI) indicated that only 17% of employers are 'very satisfied' with the IT skills of school leavers.[1]

[1]The Confederation of British Industry (CBI), Education and skills survey 2010, Ready to Grow: business priorities for education and skills.

The ITQ was created by e-skills UK (the Sector Skills Council for Business and IT), in consultation with employers, to address skills shortages within the UK. BTEC ITQ is very 'hands-on' for learners and is designed to develop the IT skills and competencies they need in the 21st century.

Why teach BTEC ITQ?

- **Employability skills:** The up-to-date content, developed in consultation with a range of employers, gives your learners important employability skills.
- **Excellent progression:** Available from Entry 3 to Level 3, there are clear progression pathways for learners whatever their starting point.
- **Flexibility and choice:** With three sizes of qualification, 90+ units, a year-round registration model, it can be customised to suit learners needs and interests.
- **Evidence-based assessment:** There are no tests or formal examinations. The units are highly practical and assess learners' ability to 'use IT' rather than 'write about it'.

How does BTEC ITQ work?

Where does BTEC ITQ fit into your curriculum?

Because BTEC IT Users (ITQ) is so flexible there are many ways of fitting it into your curriculum. For instance:

- A BTEC ITQ Award is small enough to be studied alongside other qualifications, as part of a broad and balanced curriculum. It can also be delivered as a short, stand-alone programme.
- A BTEC ITQ Level 2 Certificate is roughly the same size as a GCSE. Some schools offer it as an option in Key Stage 4, but it can also act as a stepping stone into GCSE ICT or as part of a Foundation Learning programme.
- The BTEC ITQ Diploma can be delivered as the main component of a one year, full-time, post-16 programme.
- These BTEC ITQ units can contribute to the IT Users Apprenticeship at Level 2 and Level 3.

Qualification structure

BTEC IT Users (ITQ) comes in three sizes – Award, Certificate and Diploma. It has four levels – Entry 3, Level 1, Level 2 and Level 3.

Unit size is measured in credits. A credit is roughly equivalent to 10 hours of learning, which includes guided learning hours (GLH) and independent study (e.g. at home or in the library).

Approximately 60% of the credit must be at or above the level. This means, for example, that a learner can gain a Level 2 qualification even if some of their credit comes from Level 1 units (see qualification structure table below). Or that a Level 2 learner can take some Level 3 units to stretch and challenge them.

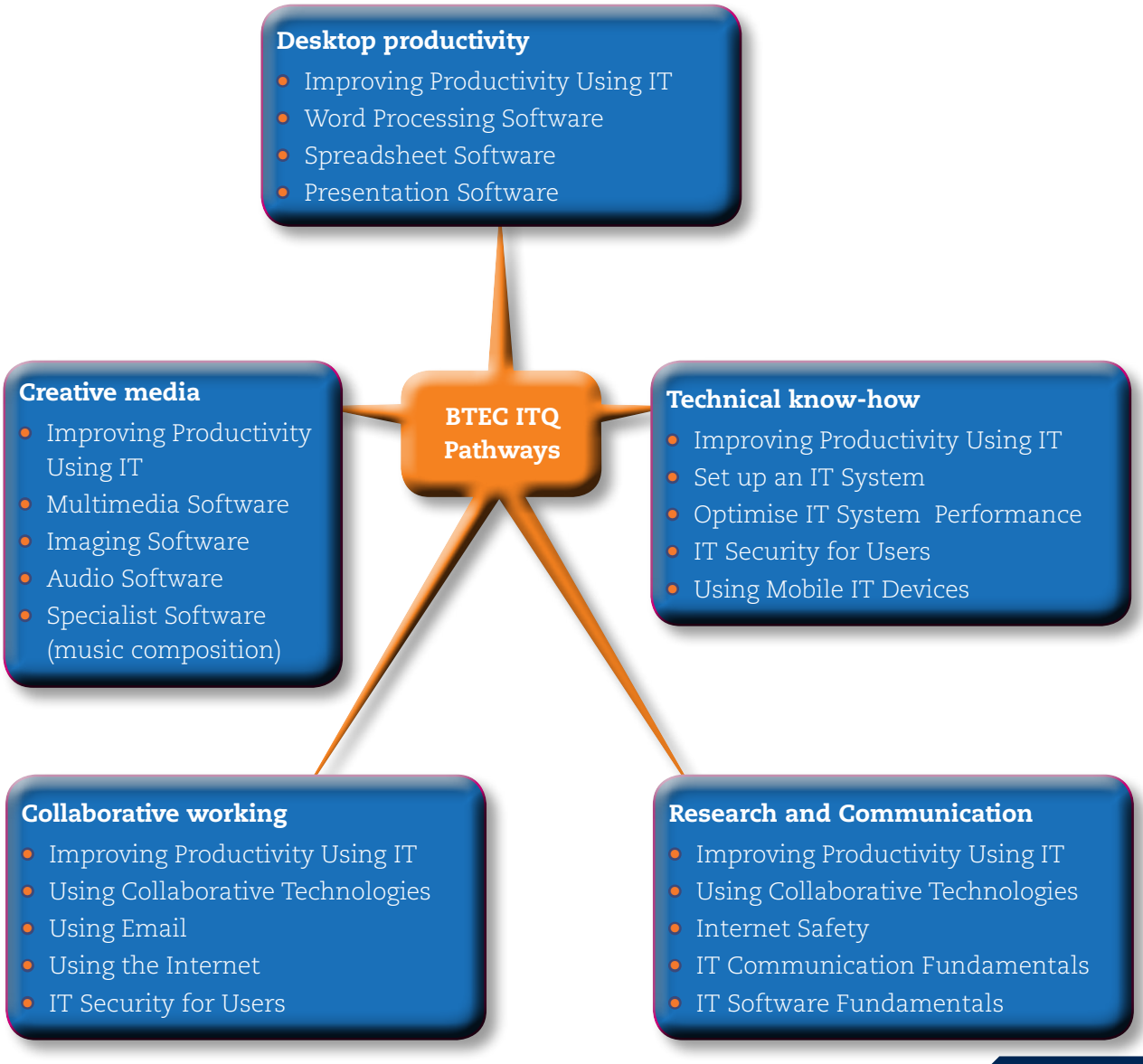
	Award			Certificate			Diploma		
	Min credits	Credits at or above level	GLH	Min credits	Credits at or above level	GLH	Min credits	Credits at or above level	GLH
L3	12	8	80 to 95	25	15	185 to 200	39	22	300 to 320
L2	10	7	75 to 80	16	10	120 to 130	38	21	280 to 285
L1	9	6	60 to 75	13	8	90 to 100	37	20	250 to 290
E3	6	4	45 to 55	13	7	95 to 110	N/A	N/A	N/A

The skills required, and the complexity of the tasks, become progressively more difficult as a learner moves up the levels. Specifically:

- Entry 3 learners tackle basic tasks in familiar contexts with support and guidance.
- Level 1 learners are expected to have mastered straightforward techniques and be able to use them in familiar contexts with limited guidance.
- Level 2 learners are sometimes asked to handle non-routine tasks or unfamiliar tools and take some responsibility for deciding the best approach.
- Level 3 learners are expected to be *au fait* with 'complex' software and techniques. They must be able to learn new skills if necessary and make their own decisions about how a task should be carried out.

BTEC ITQ – suggested specialist pathways

You could group the units you teach into pathways based on students' interests and future ambitions. We have listed a few of the many possible combinations below, which would lead to a Level 2 Certificate.



What units are available?

The Improving Productivity unit

This is a mandatory unit for the Certificate and Diploma qualifications from Level 1 to Level 3 inclusive. To achieve this unit, learners must demonstrate that they can use IT to plan, carry out and review a substantial project. This could be one large task such as developing a website, or a series of inter-related tasks such as a marketing campaign that involves the creation of a collection of promotional materials and a mail shot.

Learners must show that they made use of automated features, such as macros, style sheets or mail merge, so as to improve their productivity whilst carrying out the task. Once the project is over, they must reflect on what has been achieved and identify opportunities for further improvement.

Other units

The other units fall into three main categories:

- **IT Fundamentals:** a set of essential skills and underpinning knowledge that every IT user must have. Three units (IT User Fundamentals, IT Communication Fundamentals and IT Software Fundamentals) cover the same content as Functional Skills ICT. So by the time learners have completed these units they should be equipped to pass the Functional ICT test (with some test preparation).
- **IT Productivity Tools and Applications:** there are a large number of software application units including presentation software, website software, spreadsheet software, word processing software and imaging software. If the software you want to teach isn't there, e.g. games authoring, you can use the specialist or bespoke unit.
- **Using IT:** these units develop capability in everyday activities such as using email, using the internet, using collaborative technologies and using mobile IT devices. It is likely that much of the evidence for these units is naturally occurring and learners can gather evidence from their own use of IT. In this way learners can gain recognition for skills they have already acquired.

The sector-specific unit allows you to give your learners' BTEC ITQ a context e.g. by adding in a unit from a different sector.

ITQ unit titles and levels

The table below shows the unit titles within the ITQ and the corresponding levels they are available at.

		E3	L1	L2	L3
01	Improving Productivity Using IT*		✔	✔	✔
	Using IT Systems				
02	IT User Fundamentals	✔	✔	✔	
03	Set up an IT System		✔	✔	✔
04	Optimise IT System Performance		✔	✔	✔
05	IT Security for Users		✔	✔	✔
	Using IT to find and exchange Information				
06	IT Communication Fundamentals		✔	✔	
07	Using the Internet	✔	✔	✔	✔
08	Using Mobile IT Devices	✔	✔	✔	
09	Using Email	✔	✔	✔	✔
10	Personal Information Man. Software		✔	✔	
11	Using Collaborative Technologies		✔	✔	✔
	Using IT Productivity Tools and Applications				
12	IT Software Fundamentals		✔	✔	
13	Audio Software		✔	✔	✔
14	Video Software		✔	✔	✔
15	Bespoke Software		✔	✔	✔
16	Specialist Software		✔	✔	✔
17	Computer Accounting Software		✔	✔	✔
18	Database Software		✔	✔	✔
19	Data Management Software		✔	✔	✔
20	Design Software		✔	✔	✔
21	Imaging Software		✔	✔	✔
22	Drawing and Planning Software		✔	✔	✔
23	Desktop Publishing Software	✔	✔	✔	✔
24	Multimedia Software		✔	✔	✔
25	Presentation Software	✔	✔	✔	✔
26	Project Management Software		✔	✔	✔
27	Spreadsheet Software	✔	✔	✔	✔
28	Website Software		✔	✔	✔
29	Word Processing Software	✔	✔	✔	✔
30	Design and Imaging Software	✔			
	Other				
31	The Internet and World Wide Web	✔			
32	Digital Lifestyle	✔			
33	Internet Safety for IT Users	✔			
34	Using a Keyboard	✔			
NA	Sector-Specific Unit (certificate and diploma qualifications only)		✔	✔	✔

*This unit is mandatory for the Certificate and Diploma at Levels 1 to 3 inclusive.

Assessment at a glance

BTEC ITQ portfolios are internally assessed and externally verified. There are no tests or formal examinations. Learners present their evidence in digital form. Any method, or combination of methods to generate the evidence, can be used as long as learners demonstrate clearly that they have achieved the learning outcomes.

Where units require some form of supporting documentation, e.g. plans, storyboards, there are templates available to download on the website.

You must use the assessment criteria provided in the specification to mark your learners' work. Your assessment decisions must be recorded on a Candidate Assessment Record (CAR). Editable copies of the CAR can be downloaded from our website. You should use the CAR for any comments you wish to make, including records of observations you carry out.

Verification (Quality Assurance)

There are no formal written examinations. Portfolios are internally assessed. At Entry 3 and Level 1, centres are expected to participate in online standardisation (called Online Standardisation for Centre Assessors or OSCA2). If centres are unsuccessful with OSCA2, they will be subject to external standards verification. At Levels 2 and 3 they are subject to external standards verification. There is no requirement for staff to have formal assessor or internal verifier qualifications.

Approval

If you are a BTEC approved centre you can log onto Edexcel Online (www.edexcelonline.com) to get instant approval to offer BTEC IT Users (ITQ).

If you are a Pearson (Edexcel) customer, but new to BTECs, log on to Edexcel Online, select the BTEC tab and complete the online declaration of intent.

If you are not already an approved Pearson (Edexcel) centre, call 0844 576 0026 to find out how to get approval.

Support you can count on

We know that good help and advice matter to you. That's why we have put together a first rate support package for BTEC IT Users (ITQ). We have a great team of people on hand to advise and guide you.

ICT Subject Advisor for ICT

Gareth Byrne, our Subject Advisor, is there to deal directly with any questions you may have. Email him direct at ICTSubjectAdvisor@edexcelexperts.co.uk.

Sample assignments and other free resources

Pearson has published some free sample assignments for you to use or adapt if you choose. These are available on our website at: www.btec.co.uk/itq. For more information on this please refer to our website, under key documents, at: www.btec.co.uk/itq.

Training

There's a comprehensive programme of face-to-face and online training devised to help you plan and deliver BTEC ITQ. To find out more about these events please refer to our online training directory at: www.edexcel.com/training.

Functional Skills ICT – Study Modules

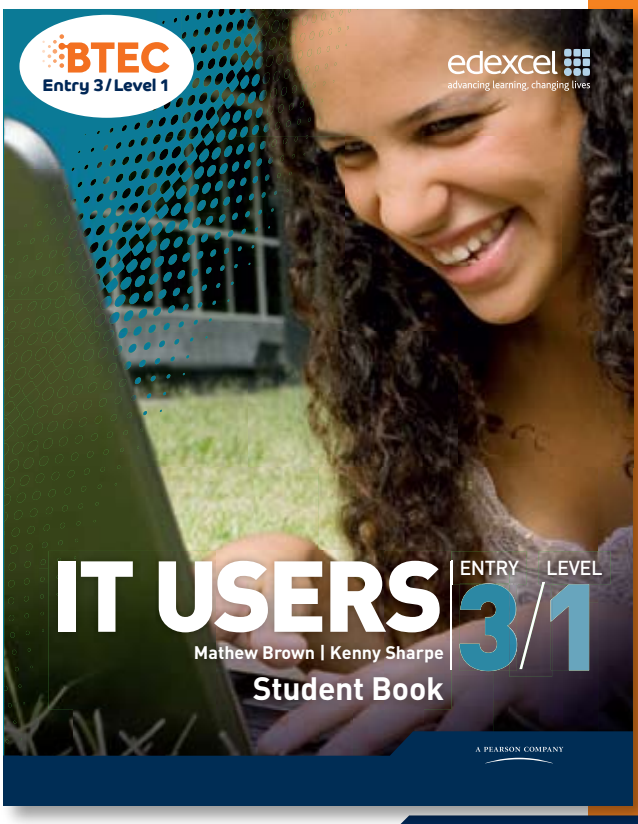
Pearson has produced a set of eight free Study Modules to help learners acquire the skills they need to function effectively in the digital world. Although designed primarily to support the Edexcel Functional Skills in ICT specification, they are a very useful learning resource for the three BTEC ITQ Fundamental units (IT User Fundamentals, IT Communication Fundamentals and IT Software Fundamentals).

The Study Modules and accompanying resources are available electronically on our website at www.edexcel.com/fsICT (under resources and then support materials).

Student book

The IT Users Entry 3/Level 1 student book is tailored to the needs of learners working at Foundation Level – helping them engage with their studies and achieve their potential. Covering 11 units from the Level 1 specification – enough for a Diploma – and 3 Units from the Entry Level 3 specification – enough for an Award, you can be confident your learners have the content they need to achieve their qualification.

The book is priced £17.99. It is published by Heinemann ISBN 978-1-84690-923-8. To order an inspection copy and/or to review sample pages please go to: www.pearsonschoolsandfecolleges.co.uk/btecit. Inspection copies can also be ordered on freephone 0845 630 44 44.



Delivery and Assessment Guidance

Units

101/201	Improving Productivity Using IT	11–14
102/202	IT User Fundamentals	15–17
105/205	IT Security for Users	18–19
106/206	IT Communication Fundamentals	20–23
107/207	Using the Internet	24–28
108/208	Using Mobile IT devices	29–33
112/212	IT Software Fundamentals	34–36
116/216	Specialist Software	37–39
118/218	Database Software	40–43
121/221	Imaging Software	44–46
124/224	Multimedia Software	47–51
125/225	Presentation Software	52–55
127/227	Spreadsheet Software	56–59
128/228	Website Software	60–63
129/229	Word processing Software	64–66
133	Internet Safety for IT Users	67–70

Common assessment requirements

The common assessment requirements given on this page apply to many of the units.

Information sources

Learners must recognise that there are copyright and other constraints attached to the use of information in products and publications intended for the public domain. Learners are expected to use a sources table to acknowledge **all** the sources they have used and explain the decisions/choices made in source selection. All sources should be fully referenced. Simply stating 'the internet' or giving Google as the source is not sufficient.

We do recognise that learners may sometimes struggle to find appropriate copyright-free material (or to get permission to use copyrighted material). Where they have produced documents or digital products that are not fully compliant, they must acknowledge this and explain what would have to be done to make them compliant.

Information management

Learners must demonstrate good information management techniques. They must organise their work into folders and use meaningful filenames. They should select appropriate file types, storage media, and/or locations and security settings. Learners should back-up important information/data regularly.

Development and testing

Learners should adopt an iterative approach to developing documents and digital products, using testing and feedback to improve the quality of outcomes and ensure they are fit for audience and purpose. There is no need to provide explicit evidence of this process: its effectiveness can be judged by the quality of the outcomes produced.

Quality assurance

Learners are expected to use spell and grammar checkers, proofread text and make use of feedback from others as part of an effective quality assurance process.

Digital products and documents must be well structured, appropriately styled and error-free so that they communicate effectively.

Layout of Level 1 and Level 2 units

To make it easy for you to see what learners need to know, and be able to do, in order to progress to the next level, we have set out the Level 1 and Level 2 units side by side. In some instances this has meant repositioning some of the Level 2 assessment criteria so that they line up with their Level 1 equivalent.

Key

The key below indicates the type of evidence which could be used by students to demonstrate that they have acquired the relevant skills. Please refer to this table when reading the rest of the manual.

Types of Assessment Evidence	
D	Documentation such as completed templates, e.g. storyboards, test plans, project plans, sources tables, notes and reports
O	Observation
P	Product (digital)
S	Screenshot
Q	Question and answer (written or verbal)
R	Reflective statement (written or verbal)

The subsequent pages give unit-by-unit guidance. The guidance has been categorised into one of the three types shown on the table below. Please refer to this table when reading the rest of the manual.

Name of call out	Colour code	Description
The Verifier explains	Blue	Provides clarification of the assessment requirements.
Teaching tip	Green	Offers teaching ideas you may like to use.
Support	Orange	Gives support ideas and information about support materials.

Teaching tip

'Improving Productivity Using IT' is also available at Level 3. Please see Unit 301 in Edexcel's specification for details.

Teaching tip

Why not deliver this unit in conjunction with one, or more, other units?

	Improving Productivity Using IT	
QCF level:	1	2
Unit code:	101	201
Unit reference number:	T/502/4153	J/502/4156
Credit value:	3	4
Guided learning hours:	20	30
Summary:	This unit is about the skills and knowledge needed by an 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 their productivity.	This unit is about the skills and knowledge needed by an IT user to plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve their productivity.

The Verifier explains

- This unit is mandatory for the Certificate and Diploma qualifications from Level 1 to Level 3 inclusive.
- Learners must demonstrate that they can use IT to plan, carry out and review a substantial project. This can be one large task (e.g. *developing a website*) or a series of smaller inter-related tasks (e.g. *materials for a marketing campaign*).
- Learners must show that they made use of automated features (e.g. *macros, style sheets or mail merge*) to improve their productivity during their task. At the end of the project, they must reflect on their achievements and identify opportunities for improvement.
- The project Level 1 learners carry out will be less complex than that undertaken by Level 2 learners.

The Verifier explains

For example: *improve performance; cut costs; respond more quickly; gain competitive edge; enhance communications; improve quality; respond to changing circumstances.*

Support

Why not download the planning and design templates from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	Level 2	
LO1	Plan the use of appropriate IT systems and software to meet requirements	Plan, select and use appropriate IT systems and software for different purposes	Evidence
Assessment Criteria	1.1 Identify the purpose for using IT	1.1 Describe the purpose for using IT	D
	1.2 Identify the methods, skills and resources required to complete the task successfully	1.2 Describe the methods, skills and resources required to complete the task successfully	D
	1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome	1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome	D
		1.4 Describe any factors that may affect the task	D
	1.4 Identify reasons for choosing particular IT systems and software applications for the task		O/D
	1.5 Select IT systems and software applications as appropriate for the purpose	1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes	D
	1.6 Identify any legal or local guidelines or constraints that may affect the task or activity	1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity	D

The Verifier explains

See statement about information sources on page 9.
For example: terms and conditions of software licenses; restrictions on use of web-based systems such as FaceBook; restrictions on file types and/or sizes.

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AP025289 – Specification – Edexcel BTEC Level 2 Award, Certificate and Diploma for IT Users (ITQ) (QCF) – Issue 1 – September 2010 © Edexcel Limited 2010

	Level 1	Level 2	
	LO2 Use IT systems and software efficiently to complete planned tasks	**LO3** Use IT systems and software efficiently to complete planned tasks	Evidence
Assessment Criteria	2.1 Identify automated routines to improve productivity	3.2 Describe ways to improve productivity and efficiency	D
	2.2 Use automated routines that aid efficient processing or presentation	3.3 Develop solutions to improve own productivity in using IT	O
		3.4 Test solutions to ensure that they work as intended	P
	2.3 Complete planned tasks using IT		P

The Verifier explains

For example: *saving time/ money, streamlining work processes, increasing output, improving quality of outputs.*

The Verifier explains

For example: *macros, mail merge, drop-down menus, automated email responses, use of style sheets, short-cuts, templates.*

The Verifier explains

See statement about development and testing on page 9.

Teaching tip

A log, blog/wiki or diary is a good way to record progress and note the reasons for any change of approach.

Teaching tip

- It's a good idea to pose some specific questions about the task learners were asked to carry out.
- The review does not have to be written. Learners could record their reflections on audio.

The Verifier explains

Learners will be expected to consider factors such as range of features, time taken, convenience, quality, accuracy.

The Verifier explains

- Learners will be expected to evaluate what they produce and reflect critically on the strengths and weaknesses of their performance.
- Feedback from others should be used to inform the review process.

The Verifier explains

Suggestions for improvements must be valid and specific.

Assessment Criteria	Level 1 LO3 Review the selection and use of IT tools to make sure that work activities are successful	Level 2 LO2 Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	Evidence
		2.1 Review ongoing use of IT tools and techniques and change the approach as needed	D
	3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose	2.5 Review outcomes to make sure they match requirements and are fit for purpose	R
	3.2 Decide whether the IT tools selected were appropriate for the task and purpose	2.2 Describe whether the IT tools selected were appropriate for the task and purpose	R
		3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency	R
		1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications	D
	3.3 Identify the strengths and weaknesses of the completed task	2.3 Assess strengths and weaknesses of final work	D
	3.4 Identify ways to make further improvements to work	2.4 Describe ways to make further improvements to work	D

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Teaching tip

There is an 'IT User Fundamentals' unit at Entry 3, but not at Level 3. Please see Unit E02 in Edexcel's specification for details.

The Verifier explains

There are two other fundamentals units, see pages 20–23 and 34–36 for details.

	IT User Fundamentals	
QCF level:	1	2
Unit code:	102	202
Unit reference number:	J/502/4206	L/502/4207
Credit value:	3	3
Guided learning hours:	20	20
Summary:	This unit is about the skills and techniques needed to operate IT systems for activities most of which are routine and straightforward, and respond appropriately to common IT errors and problems and review own use of IT.	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 and unfamiliar, and take some responsibility for responding appropriately to IT errors and problems.

The Verifier explains

- The content of the three Fundamentals units is similar to that of Functional Skills ICT.
- The Fundamentals units give learners the IT skills they need to operate effectively in education or training, work and everyday life.
- Most of the evidence for this unit is likely to come from observing learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.

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Support

Why not use the Study Modules available on the Edexcel website (see page 7 for further details)?

The Verifier explains

For example: *desktop, windows, dialogue boxes, menus, zoom, icons, toolbars.*

The Verifier explains

For example: *mouse settings, time and date, language settings, contract, volume, icon size, screen resolution.*

The Verifier explains

For example: *broadband, wireless, network connections, mobile devices.*

	Level 1	Level 2	
LO1	Use IT systems to meet needs	Use IT systems to meet a variety of needs	Evidence
Assessment Criteria	1.1 Use correct procedures to start and shutdown an IT system	1.1 Use correct procedures to start and shutdown an IT system	O
	1.2 Use interface features effectively to interact with IT systems	1.2 Select and use interface features effectively to interact with IT systems	O
	1.3 Adjust system settings to meet individual needs	1.3 Select and adjust system settings as appropriate to needs	O
	1.4 Use a communication service to access the Internet	1.4 Select and use a communication service to access the Internet	O
	1.5 Use appropriate terminology when describing IT systems	1.5 Use appropriate terminology when describing IT systems	Q/O

The Verifier explains

For example: *CD, DVD, data/memory stick, media card, hard drive, network drive, mobile device, on-line storage.*

The Verifier explains

See statement about information management on page 9.

	Level 1	Level 2	
LO2	Organise, store and retrieve information efficiently	Manage information storage and retrieval appropriately	Evidence
Assessment Criteria	2.1 Work with files and folders so that it is easy to find and retrieve information	2.1 Manage files and folders to enable efficient information retrieval	O/S
	2.2 Identify what storage media to use	2.2 Identify when and why to use different types of storage media	Q/O
	2.3 Organise and store information, using general and local conventions where appropriate	2.3 Organise and store information, using general and local conventions where appropriate	O/S

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The Verifier explains

For example: *adjusting seating and lighting; avoiding hazards; taking breaks; using wrist rests.*

	Level 1	Level 2	
LO3	Follow and understand the need for safety and security practices	Follow and understand the need for safety and security practices	Evidence
Assessment Criteria	3.1 Work safely and take steps to minimise physical stress	3.1 Work safely and take steps to minimise physical stress	O
	3.2 Recognise the danger of computer viruses, and how to minimise risk	3.2 Describe the danger of computer viruses, and how to minimise risk	Q/D
	3.3 Keep information secure	3.3 Keep information secure	S
	3.4 Outline why it is important to stay safe and to respect others when using ICT-based communication	3.4 Explain why it is important to stay safe and to respect others when using IT-based communication	Q/D
	3.5 Follow relevant guidelines and procedures for the safe and secure use of IT	3.5 Follow relevant guidelines and procedures for the safe and secure use of IT	O

The Verifier explains

For example: *using strong passwords to protect files; using back-ups; using file attributes.*

The Verifier explains

Learners must understand why it is important to adopt safe and responsible working practices.

The Verifier explains

Learners must be familiar with, and follow, your centre's Acceptable Use Policy (AUP).

	Level 1	Level 2	
LO4	Carry out routine maintenance of IT systems and respond to routine IT system problems	Maintain system and troubleshoot IT system problems	Evidence
Assessment Criteria	4.1 Identify why routine maintenance of hardware is important and when to carry it out	4.1 Describe why routine and non-routine maintenance is important and when to carry it out	Q/D
	4.2 Identify where to get expert advice	4.2 Identify sources of help and how to get expert advice	O/Q
	4.3 Carry out regular routine maintenance of IT systems safely	4.3 Carry out regular routine maintenance of IT systems safely	O
	4.4 Take appropriate action to handle routine IT problems	4.4 Identify IT problems and take appropriate action	Q/O

The Verifier explains

For example: *checking toner/ink levels; replacing empty cartridges; cleaning keyboard and screen; removing redundant files.*

The Verifier explains

- For example: *paper jams, loose connections, software 'freeze', unplugged leads, no sound/picture, storage full.*
- Learners can demonstrate this either by fixing a problem (real or contrived) or by explaining what they would do if faced with a problem.

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Teaching tip

'IT Security for Users' is also available at Level 3. Please see Unit 305 in Edexcel's specification for details.

Teaching tip

Why not deliver 'Internet Safety for IT Users' (Unit 133) alongside this unit?

IT Security for Users		
QCF level:	1	2
Unit code:	105	205
Unit reference number:	R/502/4256	Y/502/4257
Credit value:	1	2
Guided learning hours:	10	15
Summary:	This unit is about the skills and knowledge needed by IT users to identify day-to-day security risks and understand the laws and guidelines that affect the use of IT. By the end of this unit, IT users should be able to use simple methods to protect software and personal data.	This unit is about the skills and knowledge needed by IT users to avoid common security risks, control access to software and data, and use a wider range of methods to protect software and data.

The Verifier explains

- Learners must demonstrate that they know about, and can describe, different kinds of security threats.
- Learners must show that they are able to protect hardware, software and data within an IT system.
- Most of the evidence for this unit is likely to come from observing learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.

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The Verifier explains

For example: *spam, hackers, hoaxes, malware* (e.g. spyware), *adware, viruses.*

	Level 1	Level 2	
LO1	Use appropriate methods to minimise security risks to IT systems and data	Select and use appropriate methods to minimise security risk to IT systems and data	Evidence
Assessment Criteria	1.1 Identify security issues that may threaten system performance	1.1 Describe the security issues that may threaten system performance	Q/D
	1.2 Take appropriate security precautions to protect IT systems and data	1.2 Apply a range of security precautions to protect IT systems and data	O/S
	1.3 Identify threats to information security associated with the widespread use of technology	1.3 Describe the threats to system and information security and integrity	Q/D
	1.4 Take appropriate precautions to keep information secure	1.4 Keep information secure and manage personal access to information sources securely	O/S
		1.5 Describe ways to protect hardware, software and data and minimise security risk	Q/D
	1.5 Follow relevant guidelines and procedures for the secure use of IT	1.6 Apply guidelines and procedures for the secure use of IT	O
	1.6 Describe why it is important to backup data securely	1.7 Describe why it is important to backup data and how to do so securely	Q/D
	1.7 Ensure personal data is backed up to appropriate media	1.8 Select and use effective backup procedures for systems and data	O/S

The Verifier explains

For example: *keep equipment secure; encrypt data; use identity and access controls* (including ID cards, PINs and PWs), *make passwords strong; use a password-protected screen saver; adjust internet security settings; apply content/email filtering; download software patches and updates; make back-ups; issue AUP; report security threats/breaches.*

The Verifier explains

For example: *physical loss/ theft; unauthorised access; unsecure networks; low security settings; phishing; ID theft; accidental deletion; weak passwords; user ignorance/error; acting irresponsibly; using own devices for business; downloading without due care.*

The Verifier explains

- For example: *password-protect files; back-up data; use file attributes; manage online ID/ pseudonym; control access* (who can see what).
- See statement about information management on page 9.

The Verifier explains

Learners should be familiar with, and adhere to, legal requirements, e.g. Data Protection Act and any additional local guidelines and policies.

Teaching tip

There are no 'IT Communication Fundamentals' units at Entry 3 or Level 3.

The Verifier explains

There are two other fundamentals units, see pages 15–17 and 34–36 for details.

	IT Communication Fundamentals	
QCF level:	1	2
Unit code:	106	206
Unit reference number:	Y/502/4291	D/502/4292
Credit value:	2	2
Guided learning hours:	15	15
Summary:	This unit is about the skills and knowledge needed by the IT user to use appropriate IT tools and techniques. They must be able to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities.	This unit is about the skills and knowledge needed by the IT user to select and use a varied range of appropriate IT tools and techniques. They must be able to find and review information and send and receive messages using IT-based communication systems. They are expected to work independently, carrying out activities that are at times non-routine or unfamiliar.

The Verifier explains

- The content of the three Fundamentals units is similar to that of Functional Skills ICT.
- The Fundamentals units give learners the IT skills they need to operate effectively in education or training, work and everyday life.
- Most of the evidence for this unit is likely to come from observation of learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.
- Learners must be given a clearly defined purpose for their research, for example: *the production of a fact sheet, notes for a debate or presentation.*
- The context for Level 1 learners will be less complex than that for Level 2 learners.

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Support

Why not use the Study Modules available on the Edexcel website (see page 7 for further details)?

	Level 1	Level 2	
LO1	Use a variety of sources of information to meet needs	Select and use a variety of sources of information to meet needs	Evidence
Assessment Criteria	1.1 Use appropriate sources of IT-based and other forms of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements	D
	1.2 Identify different features of information	1.2 Describe different features of information	Q/D
	1.3 Recognise copyright constraints on the use of information	1.3 Recognise copyright and other constraints on the use of information	D/O

The Verifier explains

Learners must be selective about the sources they use, understand copyright constraints and know how to acknowledge sources.

The Verifier explains

For example: *factual, creative, objective/ subjective, real-time, archived, streamed.*

The Verifier explains

See statement about information sources on page 9.

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Support

Why not download digital asset 3.4.1 (Study Module 3) from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	Level 2	
LO2	Access, search for, select and use Internet-based information and assess its fitness for purpose	Access, search for, select and use Internet-based information and evaluate its fitness for purpose	Evidence
Assessment Criteria	2.1 Access, navigate and search internet sources of information purposefully and effectively	2.1 Access, navigate and search internet sources of information purposefully and effectively	O
	2.2 Use appropriate search techniques to locate and select relevant information	2.2 Use appropriate search techniques to locate relevant information	O/S
		2.3 Use discrimination to select information that matches requirements and is fit for purpose	P
	2.3 Outline how the information meets requirements and is fit for purpose	2.4 Evaluate information to make sure it matches requirements and is fit for purpose	P

Teaching tip

Make sure learners understand what is meant by 'a sense of audience and purpose'.

The Verifier explains

Learners must be selective about the information they use and be able to justify the choices they make.

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The Verifier explains

For example: *prepare to send, read, reply, send BCC; produce sensible subject headings; use appropriate language in the body of an email, add and open attachments.*

	Level 1	Level 2	
LO3	Select and use IT to communicate and exchange information	Select and use IT to communicate and exchange information safely, responsibly and effectively	Evidence
Assessment Criteria	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience	P
	3.2 Use IT tools to maintain an address book and schedule activities	3.2 Use IT tools to manage an address book and schedule activities	P
		3.3 Manage storage of IT-based communications	S
		3.4 Describe how to respond to common IT-based communication problems	Q/D
		3.5 Respond appropriately to common IT-based communication problems	O

The Verifier explains

Examples of other IT based communication: *text messaging, instant messaging, social networking, web conferencing.*

The Verifier explains

For example: *by creating folders; deleting unwanted messages; setting up rules; archiving.*

The Verifier explains

The address book should have at least **ten** entries.

The Verifier explains

For example: *difficulties with attachments; inappropriate content; spam; mailbox full.*

Teaching tip

'Using the Internet' is also available at Entry 3 and Level 3. Please see Units E07 and 307 in Edexcel's specification for details.

Teaching tip

Why not deliver 'Internet safety for IT Users' (Unit 133) alongside this unit?

Support

There is a sample assignment for Unit 207 on the Edexcel website (see page 7 for further details).

Using the Internet		
QCF level:	1	2
Unit code:	107	207
Unit reference number:	T/502/4296	A/502/4297
Credit value:	3	4
Guided learning hours:	20	30
Summary:	This unit is about the skills and knowledge needed by an 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.	This unit is about the skills and knowledge needed by an 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.

The Verifier explains

- Learners must use the internet to research a specific topic, share information sources with others and communicate information.
- Most of the evidence for this unit is likely to come from observing learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.

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	Level 1	Level 2	
LO1	Connect to the internet	Connect to the internet	Evidence
Assessment Criteria	1.1 Identify different types of connection methods that can be used to access the internet	1.1 Identify different types of connection methods that can be used to access the internet	Q/O
		1.2 Identify the benefits and drawbacks of the connection method used	Q
	1.2 Access the internet or intranet	1.3 Get online with an internet connection	O
		1.4 Use help facilities to solve internet connection problems	O

The Verifier explains

For example: *via a LAN, WIFI, a cellular network.*

The Verifier explains

For example: *cost, speed, security, stability, coverage, signal strength, roaming.*

The Verifier explains

For example: *check signal strength; operating system Internet fault diagnosis wizard; modem/router malfunction.*

	Level 1	Level 2	
LO2	Use browser software to navigate web pages	Use browser software to navigate web pages effectively	Evidence
Assessment Criteria	2.1 Use browser tools to navigate web pages	2.1 Select and use browser tools to navigate web pages	O
	2.2 Identify when to change browser settings to aid navigation	2.2 Identify when to change browser settings to aid navigation	O/Q
	2.3 Adjust browser settings to meet needs	2.3 Adjust browser settings to optimise performance and meet needs	O/S
	2.4 Use browser help facilities		O
		2.4 Identify ways to improve the performance of a browser	O/Q

The Verifier explains

For example: *back, forward, home, refresh, stop, history, bookmarks/ favourites, address bar, plug-ins.*

The Verifier explains

For example: *home page, cookies, security, privacy, search engine, accessibility settings.*

The Verifier explains

For example: *deleting cache/temporary files; working off-line; blocking images, audio, video, animations.*

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Teaching tip

- Learners must be able to design efficient searches that generate useful information.
- They must be selective about the information they use and be able to justify the choices they make.

The Verifier explains

For example: *key words; single and multiple search criteria; search within results; use of relational and logical operators.*

LO3	Level 1	Level 2	Evidence
	Use browser tools to search for information from the internet	Use browser tools to search for information from the internet	
Assessment Criteria	3.1 Select and use appropriate search techniques to locate information	3.1 Select and use appropriate search techniques to locate information efficiently	Q/O
	3.2 Outline how information meets requirements	3.2 Describe how well information meets requirements	Q/D
	3.3 Use references to make it easier to find information another time	3.3 Manage and use references to make it easier to find information another time	O/S
	3.4 Download and save different types of information from the internet	3.4 Download, organise and store different types of information from the internet	S

Teaching tip

Learners can add this information to their sources table. There is a template on the Edexcel website that learners can use.

The Verifier explains

- For example: *folders in bookmarks/favourites; links; log of useful sites; saved search results.*
- See statement about information sources on page 9.

The Verifier explains

See statement about information management on page 9.

LO4	Level 1	Level 2	Evidence
	Use browser software to communicate information online	Use browser software to communicate information online	
Assessment Criteria	4.1 Select and use tools and techniques to communicate information online	4.2 Select and use appropriate tools and techniques to communicate information online	O/P
	4.2 Use browser tools to share information sources with others	4.3 Use browser tools to share information sources with others	O
	4.3 Submit information online using forms or interactive sites	4.4 Submit information online	S/O
	4.4 Identify opportunities to post or publish material to websites	4.1 Identify opportunities to create, post or publish material to websites	Q

The Verifier explains

For example: *social networking site; podcast; blog; wiki; VoIP; web conference; webpage; peer-to-peer network; instant messenger.*

The Verifier explains

For example: *send a link; use a social bookmarking site, such as Twitter.*

The Verifier explains

For example: *submit an online product review; complete an online survey; post a comment on a social networking site; blog.*

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Teaching tip

Make sure your learners know how to operate safely and responsibly online.

The Verifier explains

For example: *viruses, worms, Trojans, spyware, adware, poor system maintenance, running too many software applications.*

The Verifier explains

For example: *abusive/ inappropriate behaviour, cyber bullying, false identity, identity theft.*

The Verifier explains

For example: *email filtering; anti-virus/spam software; firewalls; strong passwords; security/privacy settings; parental controls; keeping OS and browser up-to-date.*

The Verifier explains

For example: *firewall and internet security settings; content filtering; access controls; privacy settings; strong passwords.*

	Level 1	Level 2	
LO5	Follow and understand the need for safety and security practices when working online	Understand the need for safety and security practices when working online	Evidence
Assessment Criteria		5.1 Describe the threats to system performance when working online	Q/D
	5.1 Identify the threats to user safety when working online	5.5 Describe the threats to user safety when working online	Q/D
	5.2 Outline how to minimise internet security risks	5.6 Describe how to minimise internet security risks	Q/D
	5.3 Work responsibly and take appropriate safety and security precautions when working online	5.2 Work responsibly and take appropriate safety and security precautions when working online	O
		5.3 Describe the threats to information security when working online	Q/D
	5.4 Keep personal information secure	5.4 Manage personal access to online sources securely	O
	5.5 Follow relevant laws, guidelines and procedures for the use of the internet	5.7 Apply laws, guidelines and procedures for safe and secure internet use	O
		5.8 Explain the importance of the relevant laws affecting internet users	Q/D

The Verifier explains

For example: *hacking, phishing, cookies, spyware.*

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Teaching tip

There are no 'Using Mobile IT Devices' units at Entry 3 or Level 3.

	Using Mobile IT Devices	
QCF level:	1	2
Unit code:	108	208
Unit reference number:	H/502/4374	K/502/4375
Credit value:	2	2
Guided learning hours:	15	15
Summary:	This unit is about the skills and knowledge needed by an IT user to set up and use a mobile or handheld device to securely input, store and transfer data to and from another device.	This unit is about the skills and knowledge needed by an IT user to make effective use of mobile or handheld devices to securely input, store and exchange information between devices.

The Verifier explains

For example: *smart phone, portable media player, netbook, tablet.*

The Verifier explains

- Learners must use a mobile device to input, store and exchange at least **two** different types of information. For example: *text, sound, images, numerical data.*
- Most of the evidence for this unit is likely to come from observation of learners' day-to-day practice, supported by documentation and questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.

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The Verifier explains

For example: *portability, storage, user interface, connectivity, media support, energy consumption, expansion capability, security features.*

	Level 1	Level 2	
LO1	Set up the mobile device to meet needs	Set up and customise the mobile device to meet needs	Evidence
Assessment Criteria		1.1 Describe the purpose of the different features and drawbacks of the mobile device	D
		1.2 Describe different methods that can be used to access mobile networks	D
	1.1 Set up the mobile device for use	1.3 Prepare, set up and configure the mobile device for use	O
	1.2 Use mobile device interface features effectively	1.4 Select, use and customise interface features and settings to meet needs and improve efficiency	O
	1.3 Identify when and how to adjust device settings		D
	1.4 Adjust device settings to meet needs		O
	1.5 Identify any specific health and safety issues associated with the use of mobile devices	1.5 Describe any specific health and safety issues associated with the use of mobile devices	D
	1.6 Follow guidelines and procedures for the use of mobile devices	1.6 Apply guidelines and procedures for the use of mobile devices	O/Q

The Verifier explains

For example: *charge battery; select accessibility features* (e.g. for the hard of hearing) *insert SIM card; set keypad lock/password; customise network settings.*

The Verifier explains

For example: *displays, menus, submenus, toolbar, icons, buttons.*

The Verifier explains

For example: *personalise ring tones; set up shortcut keys/voice activation; adjust volume; select appearance* (colour scheme, images)*; set date/time and language.*

The Verifier explains

For example: *RSI; damage to hearing; reduced awareness of surroundings and others, so increasing risk of accidents to self/ others.*

The Verifier explains

For example: *data protection; employer/organisation code of conduct; switch to silent/off in meetings/public events.*

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The Verifier explains

For example: *phone, camera, contacts, calendar, media player, browser, games, notes, messages, email.*

	Level 1	Level 2	
LO2	Use applications and files on the mobile device	Select and use applications and files on the mobile device	Evidence
Assessment Criteria	2.1 Identify the different applications on the mobile device and what they can be used for		D
	2.2 Select and use applications and files on the mobile device for an appropriate purpose	2.1 Select and use applications and files on the mobile device for an appropriate purpose	O/Q
		2.2 Define file formats appropriate for mobile devices	D
		2.3 Use software or tools to prepare or convert files to an appropriate format for mobile devices	P
	2.3 Input data accurately into a mobile device	2.4 Input data accurately into a mobile device	O/P
	2.4 Organise, store and retrieve data on a mobile device	2.5 Organise, store and retrieve data efficiently on a mobile device	O

The Verifier explains

- For example: *.jpg, .png, .mp3.*
- File formats must be appropriate for the type of information and the device being used.

The Verifier explains

For example: *email addresses, telephone numbers, URLs.*

The Verifier explains

- For example: *use folders; organise contacts; save data on SIM card, phone or additional memory card.*
- See statement about information management on page 9.

The Verifier explains

- For example: *encryption, password exchange, authentication, cable (USB), Bluetooth.*
- Software requirements and techniques will be specific to the connection type and device used.

The Verifier explains

See statement about information sources on page 9.

Teaching tip

Make sure your learners put their knowledge into practice and use mobile devices safely and responsibly.

The Verifier explains

For example: *avoid harm to self and others; prevent loss and/or exposure of personal information and sensitive data; avoid misuse of images; respect confidentiality; conform with polite and professional code of conducts.*

	Level 1	Level 2	
LO3	Transfer data to and from the mobile device	Use tools and techniques to transfer data to and from mobile devices	Evidence
Assessment Criteria	3.1 Identify different types of secure connection methods that can be used between devices	3.1 Describe different types of secure connection methods that can be used between devices	D
		3.2 Describe software requirements and techniques to connect and synchronise devices	D
	3.2 Transfer information to and from a mobile device	3.3 Transfer information to and from mobile devices using secure connection procedures	O
		3.4 Synchronise mobile device data with source data	O
	3.3 Recognise copyright and other constraints on the use and transfer of information	3.5 Recognise copyright and other constraints on the use and transfer of information	D/Q
	3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device	3.6 Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices	D/Q
	3.5 Keep information secure when using a mobile device	3.7 Keep information secure when using a mobile device	O

The Verifier explains

For example: *use phone lock; encrypt data; use strong password; control access to personal information.*

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LO4	Level 1 Maintain the performance of the mobile device	Level 2 Optimise the performance of mobile devices	Evidence
Assessment Criteria	4.1 Identify factors that can affect performance of the mobile device	4.1 Describe the factors that can affect performance of the mobile device and how to make improvements	D/Q
	4.2 Use appropriate techniques to maintain the performance of the mobile device	4.2 Use appropriate techniques to optimise the performance of the mobile device	O/Q
	4.3 Identify common problems that occur with mobile devices and what causes them	4.3 Describe problems that may occur with mobile devices and what causes them	D
	4.4 Identify when to try to solve a problem and where to get expert advice	4.5 Describe when to try to solve a problem and where to get expert advice	D/Q
	4.5 Use available resources to respond quickly and appropriately to common device problems	4.4 Use an appropriate fault-finding procedure to identify and solve problems with the mobile device	O/Q

The Verifier explains

For example: *battery life, recharge time, application and file use, device maintenance, network availability, interference, data roaming.*

The Verifier explains

For example: *carry out routine maintenance* (battery charging, cleaning of handset)*; turning communication settings such as Bluetooth or Wi-Fi off when not in use; closing applications after use; backup important data.*

The Verifier explains

Examples of problems: *device not responding/ device freeze; battery malfunction; hardware fault; keypad slow/not working; screen broken/display incomplete; software bugs; dropping calls; card full; poor signal strength; insufficient bandwidth; connection lost.*

The Verifier explains

Examples of solutions: *use troubleshooting information provided in manual or online; check FAQs; turn device off and on; reboot/reset device; remove battery/SIM card; spare battery; install software upgrades; replace screen/keymat; delete/transfer data; return device.*

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Teaching tip

There are no 'IT Software Fundamentals' units at Entry 3 or Level 3.

The Verifier explains

There are two other fundamentals units, see pages 15–17 and 34–36 for details.

	IT Software Fundamentals	
QCF level:	1	2
Unit code:	112	212
Unit reference number:	L/502/4384	R/502/4385
Credit value:	3	3
Guided learning hours:	20	20
Summary:	This unit is about the skills and knowledge needed to use appropriately predefined or commonly used IT tools to develop and produce information for tasks and activities that are straightforward or routine.	This unit is about the skills and knowledge needed to use IT tools to develop and produce information independently for activities that are at times non-routine or unfamiliar.

The Verifier explains

- The content of the three Fundamentals units is similar to that of Functional Skills ICT.
- The Fundamentals units give learners the IT skills they need to operate effectively in education or training, work and everyday life.
- Most of the evidence for this unit is likely to come from observation of learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.
- Learners must be given a task for a specified purpose and audience. The task for Level 1 learners will be less complex than that for Level 2 learners.

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Support

Why not use the Study Modules available on the Edexcel website (see page 7 for further details)?

	Level 1	Level 2	
LO1	**Select and use software applications to meet needs and solve problems**	**Select and use appropriate software applications to meet needs and solve problems**	**Evidence**
Assessment Criteria	1.1 Identify different software applications and give examples of their use		Q
	1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems	1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems	O/P
	1.3 Identify what types of information are needed	1.1 Describe what types of information are needed	D

The Verifier explains

For example: *internet browser, search engine, software applications* (e.g. word processing, graphics, spreadsheet, presentation, database, audio/video).

The Verifier explains

For example: *text, numbers, images, sound, still pictures, video.*

	Level 1	Level 2	
LO2	**Enter, develop and format different types of information to suit its meaning and purpose**	**Enter, develop, combine and format different types of information to suit its meaning and purpose**	**Evidence**
Assessment Criteria	2.1 Enter, organise and format different types of information to meet needs	2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs	P
	2.2 Apply editing techniques to refine information as required	2.2 Use appropriate techniques to combine image and text components	O/P
	2.3 Combine information of different forms or from different sources to meet needs	2.3 Combine information of different forms or from different sources	P
	2.4 Select and use appropriate page layout to present information effectively	2.4 Select and use appropriate page layout to present information effectively	P

The Verifier explains

For example: *insert; cut and paste; copy; drag and drop; find and replace; crop, resize and position images.*

The Verifier explains

Forms of information must include text, numbers, charts, images and records.

The Verifier explains

For example: *margins, headers and footers, orientation, page/section breaks, page numbering.*

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The Verifier explains

- For example: *spelling, calculations, style, consistency, print preview.*
- See statement about quality assurance on page 9.

Teaching tip

Make sure learners understand what is meant by 'a sense of audience and purpose'.

	Level 1	Level 2	
LO3	Present information in ways that are fit for purpose and audience	Present information in ways that are fit for purpose and audience	Evidence
Assessment Criteria	3.1 Work accurately and proof-read, using software facilities where appropriate for the task	3.1 Work accurately and proof-read, using software facilities where appropriate	O/P
		3.2 Identify inconsistencies or quality issues with the presentation of information	Q/P
	3.2 Produce information that is fit for purpose and audience, using commonly accepted layouts as appropriate	3.3 Produce information that is fit for purpose and audience, using accepted layouts and conventions as appropriate	O/P

The Verifier explains

See statement about testing and development on page 9.

The Verifier explains

This is a good introduction to the mandatory unit 'Improving Productivity Using IT' (Units 101/201).

	Level 1	Level 2	
LO4	Make effective use of IT tools and facilities to present information	Evaluate the selection and use of IT tools and facilities to present information	Evidence
Assessment Criteria	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements	P
	4.2 Review the effectiveness of the IT tools selected to meet presentation needs	4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work	R

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Teaching tip

A 'Specialist Software' unit is also available at Level 3. Please see Unit 316 in Edexcel's specification for details.

Specialist Software		
QCF level:	1	2
Unit code:	116	216
Unit reference number:	L/502/4398	R/502/4399
Credit value:	2	3
Guided learning hours:	15	20
Summary:	This unit is about the skills and knowledge needed by an IT User to use specialist software tools and techniques appropriately for straightforward or routine tasks.	This unit is about the skills and knowledge needed by an IT User to select and use a wide range of specialist software tools and techniques for tasks that are at times non-routine or unfamiliar.

Teaching tip

This unit can be customised to enable learners to demonstrate competence in a specialist application. For example: *computer animation software; games authoring software; music composition software; podcast production software; radio broadcasting software; language laboratory software; weather station software; intelligent control software.*

The Verifier explains

- Learners must use specialist software to develop a digital product.
- The product must be for a specified audience and purpose.
- The product Level 1 learners develop will be less complex than that produced by Level 2 learners.

Teaching tip

References to 'information' in the Assessment Criteria are expected to be interpreted to match the nature of the task and the software being used.

	Level 1	Level 2	
LO1	Input, organise and combine information using specialist software	Input and combine information using specialist applications	Evidence
Assessment Criteria	1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing	1.1 Input relevant information accurately so that it is ready for processing	P
	1.2 Organise and combine information of different forms or from different sources	1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	P
	1.3 Follow local and/or legal guidelines for the storage and use of data where available	2.3 Apply local and/or legal guidelines and conventions for the storage and use of data where available	P
	1.4 Respond appropriately to data entry error messages	1.3 Respond appropriately to data entry error messages	O/P

The Verifier explains

Information will vary according to the nature of the task and the software being used, e.g. *text, numbers, images, graphic elements, sound, effects.*

The Verifier explains

See statements about sources of information and information management on page 9.

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	Level 1	Level 2	
		LO2 **Use appropriate structures to organise and retrieve information efficiently**	Evidence
Assessment Criteria		2.1 Describe what functions to apply to structure and layout information effectively	Q/D
		2.2 Select and use appropriate structures and/or layouts to organise information	P

The Verifier explains

- Learners must use appropriate tools when planning the layout and structure of a digital product.
- See also statement about development and testing on page 9.

	Level 1	Level 2	
	LO2 **Use tools and techniques to edit, process, format and present information**	**LO3** **Use the functions of the software effectively to process and present information**	Evidence
Assessment Criteria	2.1 Use appropriate tools and techniques to edit, process or format information	3.1 Select and use appropriate tools and techniques to edit, process and format information	P
	2.2 Check information meets needs, using IT tools and making corrections as necessary	3.2 Check information meets needs, using IT tools and making corrections as necessary	P
	2.3 Use appropriate presentation methods and accepted layouts	3.3 Select and use appropriate methods to present information	O/P

The Verifier explains

Tools and techniques will vary according to the nature of the task and the software being used.

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

Methods will vary according to the nature of the task and the software being used. For example: *creating an onscreen display, publishing on a website, making a hard copy print out, producing a digital file.*

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Teaching tip

A 'Database Software' unit is also available at Level 3. Please see Unit 318 in Edexcel's specification for details.

	Database Software	
QCF level:	1	2
Unit code:	118	218
Unit reference number:	H/502/4553	M/502/4555
Credit value:	3	4
Guided learning hours:	20	30
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.	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.

The Verifier explains

- Database software must be used to generate the evidence for this unit.
- Learners can be provided with a set of data to be imported into their database structure.

The Verifier explains

- Learners must create a single table, non-relational database using specified fields.
- They must enter at least **three** new records.
- The populated database should hold circa **50** records.

The Verifier explains

- Learners must design and develop a single table, non-relational database consisting of at least **eight** fields for a specified audience and purpose.
- They must specify and use at least **two** validation rules to help prevent invalid data getting into the database and create a data entry form.
- They must enter at least **two** new records and may need to enter more records to demonstrate competency.
- The populated database should hold circa **100** records.

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The Verifier explains

- Level 1 learners should be given a design for a database to implement. They can produce and annotate a screenshot to identify the main components.
- Level 2 learners must design and implement their database themselves.

	Level 1	Level 2	
LO1	Enter, edit and organise structured information in a database	Create and modify non-relational database tables	Evidence
Assessment Criteria	1.1 Identify the main components of a database	1.1 Identify the components of a database design	D
		1.2 Describe the field characteristics for the data required	D
	1.2 Create a database table for a purpose using specified fields	1.3 Create and modify database tables using a range of field types	P
	1.3 Enter structured data into records to meet requirements		P
	1.4 Locate and amend data records		P
		1.4 Describe ways to maintain data integrity	D
	1.5 Respond appropriately to data entry error messages	1.5 Respond appropriately to problems with database tables	O/P
	1.6 Check data meets needs, using IT tools and making corrections as necessary		P
		1.6 Use database tools and techniques to ensure data integrity is maintained	P

The Verifier explains

Learners need to specify what type of data will be stored and how it will be structured. This should include as a minimum field name, data type, length, and format.

The Verifier explains

Errors may occur due to: *field size, data type, validation.*

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

For example: *validation rules; primary key; controlled entry; required fields.*

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The Verifier explains

Learners must design and create a user-friendly data entry form that allows records to be entered, edited and deleted. The form should include at least **one** error checking and **one** validation feature.

The Verifier explains

For example: *fonts, colours, titles, labels.*

The Verifier explains

Learners should test the data entry form themselves and get feedback from others.

	Level 1	Level 2	
LO2		**Enter, edit and organise structured information in a database**	**Evidence**
Assessment Criteria		2.1 Create forms to enter, edit and organise data in a database	P
		2.2 Select and use appropriate tools and techniques to format data entry forms	P
		2.3 Check data entry meets needs, using IT tools and making corrections as necessary	P
		2.4 Respond appropriately to data entry errors	D/P

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	Level 1	Level 2	
	LO2 Use database software tools to extract information and produce reports	**LO3** Use database software tools to run queries and produce reports	Evidence
Assessment Criteria	2.1 Identify queries which meet information requirements		S
	2.2 Run simple database queries	3.1 Create and run database queries using multiple criteria to display or amend selected data	P/S
	2.3 Identify reports which meet information requirements		P
	2.4 Generate and print pre-defined database reports	3.2 Plan and produce database reports from a single table non-relational database	P
		3.3 Select and use appropriate tools and techniques to format database reports	P
		3.4 Check reports meet needs, using IT tools and making corrections as necessary	P

The Verifier explains

For example: *alphanumeric sort, filter, single criteria.*

The Verifier explains

Learners will be expected to save queries and their output.

The Verifier explains

- Reports must be appropriately formatted and use headers and footers, page numbering and layout features.
- Titles and column headings must be clear and fully visible. Only relevant data should be displayed.

The Verifier explains

See statement about quality assurance on page 9.

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Teaching tip

An 'Imaging Software' unit is also available at Level 3. Please see Unit 318 in Edexcel's specification for details.

	Imaging Software	
QCF level:	1	2
Unit code:	121	221
Unit reference number:	J/502/4612	L/502/4613
Credit value:	3	4
Guided learning hours:	20	30
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.	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.

The Verifier explains

- Learners must plan and develop at least **three** images. Each image must be for a specified audience and purpose.
- **One** image must be suitable for use on a website, **one** for a high-quality printed document e.g. *a poster or leaflet.*
- **One** image must be based on a photograph, **one** must be re-scalable.

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Teaching tip

Learners can either create their own original images or develop images produced by someone else, as long as they have permission to do so. They must record and acknowledge any sources they use.

	Level 1	Level 2	
LO1	Obtain, insert and combine information for images	Obtain, insert and combine information for images	Evidence
Assessment Criteria	1.1 Identify what images are needed	1.1 Describe what images are needed	D
	1.2 Obtain, input and prepare images to meet needs	1.2 Obtain, input and prepare images to meet needs	O/P
	1.3 Identify what generic copyright and other constraints apply to the use of images	1.3 Describe what copyright and other constraints apply to the use of images	D/Q
	1.4 Combine information of different types or from different sources for images	1.4 Use appropriate techniques to organise and combine information of different types or from different sources	P
	1.5 Identify the context in which the images will be used	1.5 Describe the context in which the images will be used	D
	1.6 Identify which file format to use for saving and exchanging images	1.6 Describe what file format to use for saving images to suit different presentation methods	D
	1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available	1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

Learners must provide details of the intended audience, purpose and medium for each image. They could produce a sketch of each image identifying key features.

The Verifier explains

- Examples of how images might be obtained: *digital camera, scanner, graphics tablet.*
- Examples of preparation techniques: *size, crop, optimise, re-colour, maintain proportions, adjust brightness and contrast, optimise.*

The Verifier explains

See statement about information sources on page 9.

The Verifier explains

For example: *position, wrap, order, group.*

The Verifier explains

For example: *digital display, website, printout.*

The Verifier explains

Learners will be expected to consider the impact of file format, compression, image resolution and colour depth on file size and image quality.

The Verifier explains

See statement about information management on page 9.

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The Verifier explains

For example: *canvas size, resolution, colour mode, file size.*

The Verifier explains

For example: *draw basic shapes; adjust properties; download digital photos; scan images; add text and other elements.*

The Verifier explains

Level 2 learners must demonstrate in their work both precision and an understanding of the technical factors that affect images.

The Verifier explains

For example: *align, rotate, flip, arrange, cut, paste, resize, group/ungroup, layer.*

	Level 1	Level 2	
LO2	Use imaging software tools to create, manipulate and edit images	Use imaging software tools to create, manipulate and edit images	Evidence
Assessment Criteria		2.1 Identify what technical factors affecting images need to be taken into account and how to do so	D
	2.1 Use suitable tools and techniques to create images	2.2 Select and use suitable techniques to create images	P
		2.3 Use guide lines and dimensioning tools appropriately to enhance precision	D/P
	2.2 Use appropriate tools and techniques to manipulate and edit images	2.4 Select and use appropriate tools and techniques to manipulate and edit images	P
	2.3 Check images meet needs, using IT tools and making corrections as necessary	2.5 Check images meet needs, using IT tools and making corrections as necessary	D/P
		2.6 Identify and respond to quality problems with images to make sure that they meet needs	P

The Verifier explains

See statement about developing and testing on page 9.

The Verifier explains

For example: *contrast, resolution.*

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Teaching tip

A 'Multimedia Software' unit is also available at Level 3. Please see Unit 324 in Edexcel's specification for details.

	Multimedia Software	
QCF level:	1	2
Unit code:	124	224
Unit reference number:	Y/502/4615	D/502/4616
Credit value:	3	4
Guided learning hours:	20	30
Summary:	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 products.	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 products that are at times non-routine or unfamiliar.

The Verifier explains

- Learners must design and develop a multimedia product. For example: *a digital story, a game, a virtual tour, an information point or a quiz.* The product must be for a specified audience and purpose.
- The product Level 1 learners develop will be less complex than that produced by Level 2 learners.

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Support

Why not download the design templates from the Edexcel website (see page 7 for further details) for your learners to use?

The Verifier explains

For example: *storyboards, timeline storyboards, structure diagrams, flowcharts.*

The Verifier explains

- For example: *number of pages, features, types of content, interactive elements.*
- Learners do not have to create all the components themselves. However, they must be aware of copyright and other constraints when using content produced by others.

The Verifier explains

For example: *menus, submenus, buttons, links, pop-ups, hotspots, rollovers.*

	Level 1	Level 2	
LO1	Plan the content and organisation of multimedia products to meet needs	Plan the content and organisation of multimedia products to meet needs	Evidence
Assessment Criteria	1.1 Use simple techniques to plan the content and organisation of multimedia products	1.2 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products	D
	1.2 Identify the type of multimedia outcome to meet requirements	1.3 Identify how the different elements of the content will be sourced and how they will relate in the design layout	D
	1.3 Identify what is required in the specification	1.1 Describe the type of multimedia outcome needed and the specification that it must meet	D
		1.4 Plan the use of interactive features and transitions to meet needs	D
	1.4 Identify copyright or other constraints for using others' information	1.5 Describe how copyright and other constraints affect use of own and others' information	Q/D

The Verifier explains

See statement about information sources on page 9.

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	Level 1	Level 2	
LO2	Obtain, input and combine content to build multimedia outcomes	Obtain, input and combine content to build multimedia outcomes	Evidence
Assessment Criteria	2.1 Select and use an appropriate input device to enter content for 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	O/P
	2.2 Combine information of different types or from different sources for multimedia outcomes	2.2 Combine information of different types or from different sources for multimedia outcomes	D/P
	2.3 Identify the file format and storage media to use	2.3 Describe the file format and storage media to use	D
	2.4 Select and use appropriate software to write multimedia files		O/P
	2.5 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

For example: *microphone, digital camera, camcorder, scanner, graphics tablet.*

The Verifier explains

For example: *insert, size, position, wrap, order, group.*

The Verifier explains

When considering which file format and storage media to use, learners must take into account their characteristics and fitness for purpose.

The Verifier explains

See statement about information management on page 9.

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The Verifier explains

- See statement about development and testing on page 9.
- Testing of a multimedia product must go beyond functionality and cover interactivity, usability and accessibility. It is essential to get feedback from test users **and** to act upon it.

The Verifier explains

For example: *size, crop, position, wrap, order, group.*

The Verifier explains

For example: *maintain proportions; recolour; adjust brightness and contrast; optimise.*

	Level 1	Level 2	
LO3	Use multimedia software tools to edit and format multimedia content to meet requirements	Use multimedia software tools to edit and format multimedia content to meet requirements	Evidence
Assessment Criteria	3.1 Select and use appropriate techniques to edit and format multimedia outcomes	3.1 Select and use appropriate techniques to edit and format multimedia outcomes	P
	3.2 Manipulate images and graphic elements accurately	3.2 Manipulate images and graphic elements accurately	P
	3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary	O/P
		3.4 Adjust outcomes in response to any identified quality problems	D/P

The Verifier explains

See statement about quality assurance on page 9.

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	Level 1	Level 2	
LO4	Play and present multimedia outcomes	Play and present multimedia outcomes	Evidence
Assessment Criteria	4.1 Identify what display device to use for multimedia outcomes	4.1 Described what combination of display device and software to use for displaying different multimedia file formats	D
	4.2 Use appropriate techniques to navigate and display multimedia outcomes	4.2 Select and use appropriate software for displaying multimedia outcomes	D/P
	4.3 Control the playback of multimedia files	4.3 Select and use appropriate navigation techniques and playback controls to suit the files	P
	4.4 Adjust display settings to meet needs	4.4 Adjust the display settings of the software and display device to present outcomes effectively	P

The Verifier explains

Learners will be expected to consider different devices for personal and public displays. For example: *projector, PC/laptop, mobile phone, TV, digital billboards or signage systems.*

The Verifier explains

For example: *click, scroll, menus, submenus.*

The Verifier explains

'Playback' examples: *start, stop, fast forward, rewind, pause.*

The Verifier explains

For example: *brightness, contrast, volume, treble/bass, balance, speed of animations.*

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Teaching tip

'Presentation Software' is also available at Entry 3 and Level 3. Please see Units E25 and 305 in Edexcel's specification for details.

	Presentation Software	
QCF level:	1	2
Unit code:	125	225
Unit reference number:	K/502/4621	M/502/4622
Credit value:	3	4
Guided learning hours:	20	30
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.	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.

The Verifier explains

- Learners must design and develop a presentation with at least **four** slides.
- Each slide must have at least **two** types of information.

The Verifier explains

- Learners must design and develop at least **two** presentations. Each presentation must consist of at least **five** slides and be for a specified audience and purpose.
- **One** presentation must use a master slide and have speaker notes and handouts.
- **One** presentation must run automatically without user intervention and include transition and animation effects, e.g. *digital poster.*
- Each slide must have at least **two** types of information.

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Support

Why not download the storyboard template from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	Level 2	
LO1	Input and combine text and other information within presentation slides	Input and combine text and other information within presentation slides	Evidence
Assessment Criteria	1.1 Identify what types of information are required for the presentation	1.1 Identify what types of information are required for the presentation	D
	1.2 Select and use different slide layouts as appropriate for different types of information		P
	1.3 Enter information into presentation slides so that it is ready for editing and formatting	1.2 Enter text and other information using layouts appropriate to type of information	P
		1.3 Insert charts and tables into presentation slides	P
		1.4 Insert images, video or sound to enhance the presentation	P
	1.4 Identify any constraints which may affect the presentation	1.5 Identify any constraints which may affect the presentation	D
	1.5 Combine information of different forms or from different sources for presentations	1.6 Organise and combine information of different forms or from different sources for presentations	P
	1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

For example: *text, images, sound, charts, numbers* (which must be identified on the storyboards).

The Verifier explains

Learners do not have to create all the information themselves.

The Verifier explains

- Learners must be aware of copyright and other constraints when using content produced by others, e.g. *size of screen, environment, timing.*
- See statement on information sources on page 9.

The Verifier explains

See statement about information management on page 9.

The Verifier explains

See statement about development and testing on page 9.

The Verifier explains

- Learners are **not** expected to create their own templates but are expected to select from pre-defined templates, making any necessary modifications.
- At Level 2, learners are expected to use master slides for presentations and handouts.

	Level 1	Level 2	
LO2	Use presentation software tools to structure, edit and format slides	Use presentation software tools to structure, edit and format slide sequences	Evidence
Assessment Criteria	2.1 Identify what slide structure to use	2.1 Identify what slide structure and themes to use	D
	2.2 Select and use an appropriate template to structure slides	2.2 Select, change and use appropriate templates for slides	P
	2.3 Select and use appropriate techniques to edit slides	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs	O/P
	2.4 Select and use appropriate techniques to format slides	2.4 Select and use appropriate techniques to format slides and presentations	O/P
		2.5 Identify what presentation effects to use to enhance the presentation	D
		2.6 Select and use animation and transition effects appropriately to enhance slide sequences	P

The Verifier explains

For example: *size, crop, position objects, wrap text.*

The Verifier explains

See statement about development and testing on page 9.

The Verifier explains

For example: *bullets, line spacing, alignment, colours, fonts.*

The Verifier explains

Learners can do this on their storyboards.

The Verifier explains

Animations and transitions must be fit for purpose.

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Support

There is a sample assignment for Unit 225 on the Edexcel website (see page 7 for further details).

	Level 1	Level 2	
LO3	Prepare slides for presentation to meet needs	Prepare slideshow for presentation	Evidence
Assessment Criteria	3.1 Identify how to present slides to meet needs and communicate effectively	3.1 Describe how to present slides to meet needs and communicate effectively	D
	3.2 Prepare slides for presentation	3.2 Prepare slideshow for presentation	P
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary	3.3 Check presentation meets needs, using IT tools and making corrections as necessary	O/P
		3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs	O/P

The Verifier explains

This could be evidenced by a set of 'dos and don'ts' guidelines for presenters.

The Verifier explains

For example: *viewing and re-ordering slides; rehearsing timings and effects; setting up and amending slide show settings and print-outs* (handouts, speaker's notes).

The Verifier explains

For example: *checking: timings, links, spelling, transitions.*

The Verifier explains

- See statement about quality assurance on page 9.
- Make sure learners understand what is meant by 'a sense of audience and purpose'.
- Fitness for purpose in what is produced will be taken as evidence that learners have refined and checked as part of the process.

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Teaching tip

'Spreadsheet Software' is also available at Entry 3 and Level 3. Please see Units E27 and 327 in Edexcel's specification for details.

	Spreadsheet Software	
QCF level:	1	2
Unit code:	127	227
Unit reference number:	A/502/4624	R/502/4625
Credit value:	3	4
Guided learning hours:	20	30
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.	This unit 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.

The Verifier explains

Learners must develop **one** spreadsheet for a specified audience and purpose and **two** charts or graphs.

The Verifier explains

- Learners must plan and develop **one** spreadsheet for a specified audience and purpose.
- The spreadsheet must combine and link data across at least **two** worksheets and produce **three** charts or graphs.

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Support

Why not download the spreadsheet planning sheet from the Edexcel website (see page 7 for further details) and ask learners to complete it?

	Level 1	Level 2	
LO1	Use a spreadsheet to enter, edit and organise numerical and other data	Use a spreadsheet to enter, edit and organise numerical and other data	Evidence
Assessment Criteria	1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured	D
	1.2 Enter and edit numerical and other data accurately	1.2 Enter and edit numerical and other data accurately	P
		1.3 Combine and link data across worksheets	P
	1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

- Examples of information: *numbers, text, charts, graphs, images.*
- Examples of structure: *layout, worksheets, links.*

The Verifier explains

- See statement about quality assurance on page 9.
- Level 2 learners must be able to open a CSV file in a spreadsheet and save a spreadsheet as a CSV file.

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The Verifier explains

- For example: *totals, sub-totals, sort data, charts, graphs.*
- Level 2 learners must demonstrate that they can filter rows and columns.

The Verifier explains

- Examples of functions: *Sum, Average, Round.*
- Examples of formulas: *add, subtract, multiply, divide.*

	Level 1	Level 2	
LO2	Use appropriate formulas and tools to summarise and display spreadsheet information	Select and use appropriate formulas and data analysis tools to meet requirements	Evidence
Assessment Criteria	2.1 Identify how to summarise and display the required information	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements	Q/O
	2.2 Use functions and formulas to meet calculation requirements	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements	P/S
	2.3 Use spreadsheet tools and techniques to summarise and display information	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements	P

The Verifier explains

Level 2 learners must demonstrate the use of different types of functions. For example: *statistical, logical, conditional,* and *absolute and relative cell references.*

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Teaching tip

Make sure your learners know how to switch between *formula view* and *data view*.

	Level 1	Level 2	
LO3	Select and use appropriate tools and techniques to present spreadsheet information effectively	Select and use tools and techniques to present and format spreadsheet information	Evidence
Assessment Criteria		3.1 Plan how to present and format spreadsheet information effectively to meet needs	D
	3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets	O/P
	3.2 Identify which chart or graph type to use to display information		P
	3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs	3.3 Select and format an appropriate chart or graph type to display selected information	P
	3.4 Select and use appropriate page layout to present and print spreadsheet information	3.4 Select and use appropriate page layout to present and print spreadsheet information	P
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary	O/P
		3.6 Describe how to find errors in spreadsheet formulas	O/D
		3.7 Respond appropriately to any problems with spreadsheets	P

The Verifier explains

For example: *numbers; currency; percentages; number of decimal places; font and alignment; borders and shading; text wrap; row height; column width.*

The Verifier explains

Level 2 learners must demonstrate the use of conditional formatting.

The Verifier explains

Learners must select the right type of chart or graph, the correct range of values, titles and legends that make it clear what the chart or graph means.

The Verifier explains

For example: *orientation, margins, headers and footers, page numbers, date and time.*

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

For example: *errors in formulas, circular references.*

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Teaching tip

'Website Software' is also available at Level 3. Please see Unit 328 in Edexcel's specification for details. Stretch learners if you can!

Website Software		
QCF level:	1	2
Unit code:	128	228
Unit reference number:	L/502/4630	R/502/4631
Credit value:	3	4
Guided learning hours:	20	30
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 web pages from pre-set templates.	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.

The Verifier explains

- Learners must plan and develop at least **three** web pages.
- Each web page must have at least **two** different types of content.
- Users must be able to navigate between pages.
- The finished web pages must be published on the internet or an intranet.

The Verifier explains

- Learners must plan and develop a website with at least **five** web pages.
- Each web page must have at least **two** different types of content.
- Users must be able to navigate around the website without having to rely on the browser's back button.
- The website should include at least **one** accessibility feature such as adjustable font sizes, alternative text, or a 'listen to this page' option.
- The finished website must be published on the internet or an intranet and maintained for a period of at least **seven** days.

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The Verifier explains

There must be a storyboard for each web page.

Support

Why not download the planning and design templates from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	Level 2	
LO1	Plan and create web pages	Create structures and styles for websites	Evidence
Assessment Criteria	1.1 Identify what content and layout will be needed in the web page	1.1 Describe what website content and layout will be needed for each page	D
	1.2 Identify the purpose of the webpage and intended audience		
	1.3 Select and use a website design template to create a single web page	1.2 Plan and create web page templates to layout	P
	1.4 Enter or insert content for web pages so that it is ready for editing and formatting	2.1 Prepare content for web pages so that it is ready for editing and formatting (LO2)	O/P
	1.5 Organise and combine information needed for web pages	2.2 Organise and combine information needed for web pages including across different software (LO2)	P
		1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand	P
	1.6 Identify copyright and other constraints on using others' information	1.5 Describe how copyright and other constraints may affect the website	D/Q
		1.6 Describe what access issues may need to be taken into account	D/Q
	1.7 Identify what file types to use for saving content	1.7 Describe what file types to use for saving content	D/Q
	1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available	1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

Learners do not have to produce all the content themselves. They can use content produced by others, providing they acknowledge their sources and demonstrate an awareness of copyright and other constraints. They must use file formats appropriate for content.

The Verifier explains

Learners must provide detailed information about the structure of the website and the content and layout of each page.

The Verifier explains

Level 2 learners must describe the purpose and intended audience of their website.

The Verifier explains

This could involve activities such as cropping and optimising images, editing video and sound footage, rewording text.

The Verifier explains

This could be text, images, sounds, video and animations.

The Verifier explains

See statement about information sources on page 9.

The Verifier explains

See statement about information management on page 9.

The Verifier explains

Learners are not required to write or edit HTML-code. They must, however, use web authoring software. Use of word processing, presentation or DTP software for this purpose is not appropriate.

The Verifier explains

Explicit evidence of this process is not required. It will be possible to infer from the quality of the finished web pages/website that appropriate techniques have been used.

The Verifier explains

Features could include: navigation bar, hotspots and other types of links.

	Level 1	Level 2	
LO2	Use website software tools to structure and format web pages	Use website software tools to prepare content for websites	Evidence
Assessment Criteria	2.1 Identify what editing and formatting to use to aid both clarity and navigation	2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation	P
	2.2 Select and use website features to help the user navigate simple websites	1.3 Select and use website features and structures to help the user navigate round web pages within the site (LO1)	O/P
	2.3 Use appropriate editing and formatting techniques		O/P
		2.4 Select and use appropriate development techniques to link information across pages	O/P
		2.5 Change the file formats appropriately for content	P
	2.4 Check web pages meet needs, using IT tools and making corrections as necessary	2.6 Check web pages meet needs, using IT tools and making corrections as necessary	O/P

The Verifier explains

See statement about development and testing on page 9.

The Verifier explains

The outcomes learners produce must be fit for purpose and audience.

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Support

There is a sample assignment for this unit on the Edexcel website (see page 7 for further details).

	Level 1	Level 2	
LO3	Publish web pages to the Internet or an intranet	Publish websites	Evidence
Assessment Criteria		3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned	O/P
		3.2 Identify any quality problems with websites and how to respond to them	O/P
	3.1 Upload content to a website	3.3 Select and use an appropriate program to upload and publish the website	O/P
	3.2 Respond appropriately to common problems when testing a web page	3.4 Respond appropriately to problems with multiple page websites	O/D

The Verifier explains

As well as testing for functionality, learners must test for usability and accessibility.

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

Learners must keep a log of problems encountered and how they responded to them.

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Teaching tip

'Word processing Software' is also available at Entry 3 and Level 3. Please see Units E29 and 329 in Edexcel's specification for details.

	Word Processing Software	
QCF level:	1	2
Unit code:	129	229
Unit reference number:	L/502/4627	R/502/4628
Credit value:	3	4
Guided learning hours:	20	30
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.	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.

The Verifier explains

- Learners must produce at least **two** documents, each for a specified audience and purpose.
- **One** document must be at least **two** pages in length. **One** must include a table.
- Learners must also enter information into **one** given table and **one** given form.
- Each document must combine at least **two** types of information.

The Verifier explains

- Learners must produce at least **three** documents, each for a specified audience and purpose.
- **One** document must have sections or columns and be at least **three** pages in length.
- **One** document must include **one** table and **one** form.
- **One** document must be in portrait orientation and **one** in landscape.
- Each document must combine at least **two** types of information.

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Support

Why not download the document planning template from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	Level 2	
LO1	Enter, edit and combine text and other information accurately within word processing documents	Enter and combine text and other information accurately within word processing documents	Evidence
Assessment Criteria	1.1 Identify what types of information are needed in documents	1.1 Identify what types of information are needed in documents	D
		2.1 Identify the document requirements for structure and style (LO2)	D
	1.2 Identify what templates are available and when to use them	2.2 Identify what templates and styles are available and when to use them (LO2)	D
		1.4 Identify when and how to combine and merge information from other software or other documents	D
	1.3 Use keyboard or other input method to enter or insert text and other information	1.2 Use appropriate techniques to enter text and other information accurately and efficiently	O/P
	1.4 Combine information of different types or from different sources into a document	1.6 Combine or merge information within a document from a range of sources	D/P
	1.5 Enter information into existing tables, forms and templates	1.3 Select and use appropriate templates for different purposes	P
	1.6 Use editing tools to amend document content	1.5 Select and use a range of editing tools to amend document content	O/P
	1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available	1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	O/S

The Verifier explains

For example: *text, numbers, images, charts.*

The Verifier explains

Learners are not expected to create their own templates but must be able to select from a bank of pre-defined templates and make appropriate modifications.

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

- Learners do not have to create all the information themselves.
- Learners must reference their sources.
- See also statement on information sources on page 9.

The Verifier explains

For example: *select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop.*

The Verifier explains

See statement about quality assurance on page 9.

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	Level 1	Level 2	
LO2	Structure information within word processing documents	Create and modify layout and structures for word processing documents	Evidence
Assessment Criteria	2.1 Create and modify tables to organise tabular or numeric information	2.3 Create and modify columns, tables and forms to organise information	P
	2.2 Select and apply heading styles to text	2.4 Select and apply styles to text	D/P

The Verifier explains

Learners are **not** expected to create styles but must be able to select and apply given ones.

Support

There is a sample assignment for Unit 229 on the Edexcel website (see page 7 for further details).

Teaching tip

Make sure learners understand what is meant by 'a sense of audience and purpose'.

	Level 1	Level 2	
LO3	Use word processing software tools to format and present documents	Use word processing software tools to format and present documents effectively to meet requirements	Evidence
Assessment Criteria	3.1 Identify what formatting to use to enhance presentation of the document	3.1 Identify how the document should be formatted to aid meaning	P
	3.2 Select and use appropriate techniques to format characters and paragraphs	3.2 Select and use appropriate techniques to format characters and paragraphs	O/P
	3.3 Select and use appropriate page layout to present and print documents	3.3 Select and use appropriate page and section layouts to present and print documents	O/P
		3.4 Describe any quality problems with documents	D
	3.4 Check documents meet needs, using IT tools and making corrections as necessary	3.5 Check documents meet needs, using IT tools and making corrections as necessary	P
		3.6 Respond appropriately to quality problems with documents so that outcomes meet needs	P

The Verifier explains

- For example: *font size, style, effects, colour.*
- Learners must demonstrate use of formatting features, e.g. *alignment, bullets, numbering, line spacing.*

The Verifier explains

For example: *headers and footers; page and section breaks; portrait and landscape orientation.*

The Verifier explains

See statement about development and testing on page 9.

The Verifier explains

See statement about quality assurance on page 9.

The Verifier explains

This could be evidenced by marking up a draft to show corrections.

Teaching tip

'Internet Safety for IT Users' is only available at Level 1.

	Internet Safety for IT Users
QCF level:	1
Unit code:	133
Unit reference number:	H/502/9154
Credit value:	3
Guided learning hours:	20
Summary:	This unit is about the skills and knowledge needed by an IT User to work safely and responsibly online. As a result of studying this unit, IT users 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.

Teaching tip

Consider delivering 'IT Security for Users' (Units 105/205) or 'Using the Internet' (Units 107/207) alongside this unit. The Edexcel website has a table mapping the assessment criteria of this unit against LO5 (Understand the need for safety and security practices when working online) for 'Using the Internet'.

The Verifier explains

- Most of the evidence for this unit is likely to come from observing learners' day-to-day practice, supported by questioning where appropriate.
- Learners are expected to practice these competencies on several occasions and confidently demonstrate them once for assessment purposes.

Support

Why not download Study Module 8 ('Using ICT to Communicate') from the Edexcel website (see page 7 for further details) for your learners to use?

	Level 1	
LO1	Understand the risks that can exist when using the Internet	Evidence
Assessment Criteria	1.1 Identify risks to user safety and privacy	D/Q
	1.2 Identify risks to data security	D/Q
	1.3 Identify risks to system performance and integrity	D/Q
	1.4 Outline how to minimise internet risks	D/Q
	1.5 Outline factors that affect the reliability of information on websites	D/Q

The Verifier explains

For example: *ID theft; stalking; grooming; exposure of sensitive personal information; cyber bullying.*

The Verifier explains

For example: *virus attacks, phishing, spyware, hacking, user naivety, Trojans, software flaws, weak password.*

The Verifier explains

For example: *virus attacks, broken hardware components, system maintenance.*

The Verifier explains

For example: *use firewalls; use anti-virus/spam and filtering software; adjust privacy parental control settings.*

The Verifier explains

For example: *intended purpose, currency, authority/knowledge of the author.*

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	Level 1	
LO2	Know how to safeguard self and others when working online	Evidence
Assessment Criteria	2.1 Take appropriate precautions to ensure own safety and privacy	O
	2.2 Protect personal information online	O
	2.3 Carry out checks on others' online identity	O
	2.4 Describe the forms and features of cyberbullying	D/Q
	2.5 Identify when and how to report online safety issues	D/Q
	2.6 Identify where to get online help and information on e-safety	D/Q

The Verifier explains

For example: *use privacy setting to control/ limit access; use and maintain strong passwords; do not share password.*

Support

Why not make use of the website and materials produced by COEP, the Child Exploitation and Online Protection Centre?

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	Level 1	
LO3	Take precautions to maintain data security	Evidence
Assessment Criteria	3.1 Take appropriate precautions to maintain data security	O
	3.2 Take appropriate precautions to maintain system performance and integrity	O
	3.3 Use appropriate browser safety and security settings	O/S
	3.4 Use appropriate client software safety and security settings	O/S

The Verifier explains

For example: *install anti-virus/spyware software; keep protective software up-to-date and automate scans; set up firewall; use strong passwords.*

The Verifier explains

For example: *keep browser software up-to-date; use privacy settings and parental controls; disable unwanted browser plug-ins.*

The Verifier explains

See statement about information sources on page 9.

	Level 1	
LO4	Follow legal constraints, guidelines and procedures which apply when working online	Evidence
Assessment Criteria	4.1 Identify legal constraints on the uploading and downloading of software and other digital content	D/Q
	4.2 Identify legal constraints on online behaviour	D/Q
	4.3 Correctly observe guidelines and procedures for the safe use of the internet	O

Teaching tip

Examples of legislation relating to racial hatred content, non-photographic child sexual abuse images:

- Protection of Children Act 1978 (England & Wales)
- Civic Government (Scotland) Act, 1982
- Sexual Offences Act 2003 (SOA 2003)
- Obscene Publications Act 1959 and 1964
- Criminal Justice and Immigration Act 2008 (extreme pornography)
- Public Order Act (racial hatred) 1986
- Protection from Harassment Act 1997
- Malicious Communications Act 1988

The Verifier explains

For example: *acceptable use policy, etiquette for internet and email.*

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