Pearson BTEC Level 3 Award for IT Users (ITQ)

Specification

Competence-based qualification

For first registration September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

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

The QN remains the same.

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

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

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Summary of Pearson BTEC Level 3 Award for IT Users (ITQ) specification Issue 2 changes

Summary of changes made between issue 1 and this current issue 2	Page number
Pearson BTEC Level 3 Certificate for IT Users (ITQ) and Pearson BTEC Level 3 Diploma for IT Users (ITQ) have been removed as they are no longer available.	Throughout
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	3
TQT value added	6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	6, 9
Guided learning definition updated	23
QCF references removed from unit titles and unit levels in all units	25 - 278

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

Contents

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson BTEC Level 3 Award for IT Users (ITQ):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson BTEC Level 3 Award for IT Users (ITQ)	500/7833/1	01/10/2009

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

Introducing Pearson NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1-12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13-36 credits)
- Diploma - a qualification with a TQT value of 370 or more (equivalent to 37 credits and above)

Key features of the Pearson BTEC Level 3 Award, for IT Users (ITQ)

This qualification is:

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

What is the purpose of this qualification?

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

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

The qualification has been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- gain a nationally recognised vocationally specific qualification to enter employment in the IT sector or to progress to higher education vocational qualifications such as the Higher Nationals in Computing and Systems Development qualifications
- develop functional skills and personal learning and thinking skills essential for successful performance in working life

Who is this qualification for?

This qualification is for all learners aged 14 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

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

What are the benefits of this qualification to the learner and employer?

This qualification is designed to enhance learner's work and life skills in a range of vocational context. It is appropriate for a diverse range of learners including:

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

What are the potential job roles for those working towards this qualification?

This qualification is suitable for anyone who needs to use IT in their daily lives.

What progression opportunities are available to learners who achieve this qualification?

Progression opportunities include:

- apprenticeships
- supported employment
- independent living

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

Rules of combination

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

The rules of combination specify the:

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

Rules of combination for the Pearson BTEC Level Award

When combining units for Pearson BTEC Level 3 Award for IT Users, it is the centre's responsibility to ensure that the following rule of combination is adhered to.

Pearson BTEC Level 3 Award for IT Users (ITQ)

1. The Total Qualification Time (TQT) for this qualification is 120 hours.
2. The Guided Learning Hours (GLH) for this qualification is 85.
3. Qualification credit value: a minimum of 12 credits
4. Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.
5. All credits must be achieved from the units listed in this specification.

Qualification structure

Understanding the unit structure

The Pearson BTEC Level 3 Award for IT Users (ITQ) includes Level 1, 2 and 3 units in the qualification structure.

Most of the unit titles at Level 1 are the same for Level 2 and 3. The only differences in the unit is the level and credit values.

To differentiate the level between each of the units, the following unit numbering system is used in this specification.

The first value in the unit number represents the level of the unit. For example, Unit **1**01 Improving Productivity Using IT is a Level 1 unit. Unit **2**01 Improving Productivity Using IT is a Level 2 unit even though it shares the same unit title as Level 1.

The first value of the unit number is marked **1**, **2** or **3** to identify the level.

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

The Pearson BTEC Level 3 Award for IT Users (ITQ) is a 12-credit and 85 guided learning hours (GLH) qualification that consists of optional units.

At least 8 credits must be at Level 3 or above.

Credits at Entry3 are not eligible for inclusion.

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

Pearson BTEC Level 3 Award for IT Users (ITQ)			
Optional units		**Credit Value required: Minimum 12**	
Unit	**IP – Improving Productivity using IT**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
101	Improving Productivity Using IT	3	1
201	Improving Productivity Using IT	4	2
301	Improving Productivity Using IT	5	3
Unit	**UF – IT User Fundamentals**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
102	IT User Fundamentals	3	1
202	IT User Fundamentals	3	2
Unit	**SI – Set up and IT System**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
103	Set up an IT System	3	1
203	Set up an IT System	4	2
303	Set up an IT System	5	3
Unit	**OP – Optimise IT System Performance**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
104	Optimise IT System Performance	2	1
204	Optimise IT System Performance	4	2
304	Optimise IT System Performance	5	3

Pearson BTEC Level 3 Award for IT Users (ITQ)

Optional units

Unit	IS – IT Security for Users	Credit	Level
No more than **ONE** unit to be taken from this group.			
105	IT Security for Users	1	1
205	IT Security for Users	2	2
305	IT Security for Users	3	3

Unit	CF – IT Communication Fundamentals	Credit	Level
No more than **ONE** unit to be taken from this group.			
106	IT Communication Fundamentals	2	1
206	IT Communication Fundamentals	2	2

Unit	IM – Using the Internet	Credit	Level
No more than **ONE** unit to be taken from this group.			
107	Using the Internet	3	1
207	Using the Internet	4	2
307	Using the Internet	5	3

Unit	MD – Using Mobile IT Devices	Credit	Level
No more than **ONE** unit to be taken from this group.			
108	Using Mobile IT Devices	2	1
208	Using Mobile IT Devices	2	2

Unit	EM – Using Email	Credit	Level
No more than **ONE** unit to be taken from this group.			
109	Using Email	2	1
209	Using Email	3	2
309	Using Email	3	3

Pearson BTEC Level 3 Award for IT Users (ITQ)

Optional units

Unit	PI – Personal Information Management Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
110	Personal Information Management Software	2	1
210	Personal Information Management Software	2	2

Unit	CT – Using Collaborative Technologies	Credit	Level
No more than **ONE** unit to be taken from this group.			
111	Using Collaborative Technologies	3	1
211	Using Collaborative Technologies	4	2
311	Using Collaborative Technologies	6	3

Unit	SF – IT Software Fundamentals	Credit	Level
No more than **ONE** unit to be taken from this group.			
112	IT Software Fundamentals	3	1
212	IT Software Fundamentals	3	2

Unit	AS – Audio Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
113	Audio Software	2	1
213	Audio Software	3	2
313	Audio Software	4	3

Unit	VS – Video Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
114	Video Software	2	1
214	Video Software	3	2
314	Video Software	4	3

Pearson BTEC Level 3 Award for IT Users (ITQ)			
Optional units			
Unit	**BS – Bespoke Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
115	Bespoke Software	2	1
215	Bespoke Software	3	2
315	Bespoke Software	4	3
Unit	**SP – Specialist Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
116	Specialist Software	2	1
216	Specialist Software	3	2
316	Specialist Software	4	3
Unit	**CA – Computerised Accounting Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
117	Computerised Accounting Software	2	1
217	Computerised Accounting Software	3	2
317	Computerised Accounting Software	5	3
Unit	**DB – Database Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
118	Database Software	3	1
218	Database Software	4	2
318	Database Software	6	3
Unit	**DM – Data Management Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
119	Data Management Software	2	1
219	Data Management Software	3	2
319	Data Management Software	4	3

Pearson BTEC Level 3 Award for IT Users (ITQ)

Optional units

Unit	**DS – Design Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
120	Design Software	3	1
220	Design Software	4	2
320	Design Software	5	3

Unit	**IM – Imaging Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
Unit	Optional units	Credit	Level
121	Imaging Software	3	1
221	Imaging Software	4	2
321	Imaging Software	5	3

Unit	**DP – Drawing and Planning Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
122	Drawing and Planning Software	2	1
222	Drawing and Planning Software	3	2
322	Drawing and Planning Software	4	3

Unit	**DT – Desktop Publishing Software**	**Credit**	**Level**
No more than **ONE** unit to be taken from this group.			
123	Desktop Publishing Software	3	1
223	Desktop Publishing Software	4	2
323	Desktop Publishing Software	5	3

Pearson BTEC Level 3 Award for IT Users (ITQ)

Optional units

Unit	MM – Multimedia Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
124	Multimedia Software	3	1
224	Multimedia Software	4	2
324	Multimedia Software	6	3

Unit	PS – Presentation Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
125	Presentation Software	3	1
225	Presentation Software	4	2
325	Presentation Software	6	3

Unit	PM – Project Management Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
126	Project Management Software	3	1
226	Project Management Software	4	2
326	Project Management Software	5	3

Unit	SS – Spreadsheet Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
127	Spreadsheet Software	3	1
227	Spreadsheet Software	4	2
327	Spreadsheet Software	6	3

Unit	WS – Website Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
128	Website Software	3	1
228	Website Software	4	2
328	Website Software	5	3

Pearson BTEC Level 3 Award for IT Users (ITQ)

Optional units

Unit	WP – Word Processing Software	Credit	Level
No more than **ONE** unit to be taken from this group.			
129	Word Processing Software	3	1
229	Word Processing Software	4	2
329	Word Processing Software	6	3

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

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

Guidance

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

- meet the standard determined by the assessment criteria
- achieve the learning outcomes

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

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

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

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

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

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

Qualification grade

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

This is based on:

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

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

Assessment strategy

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

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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

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

What do you need to offer this qualification?

Centre recognition

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

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

Approvals agreement

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

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

Programme design and delivery

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

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

- liaising with employers to ensure a course relevant to learner's specific needs
- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

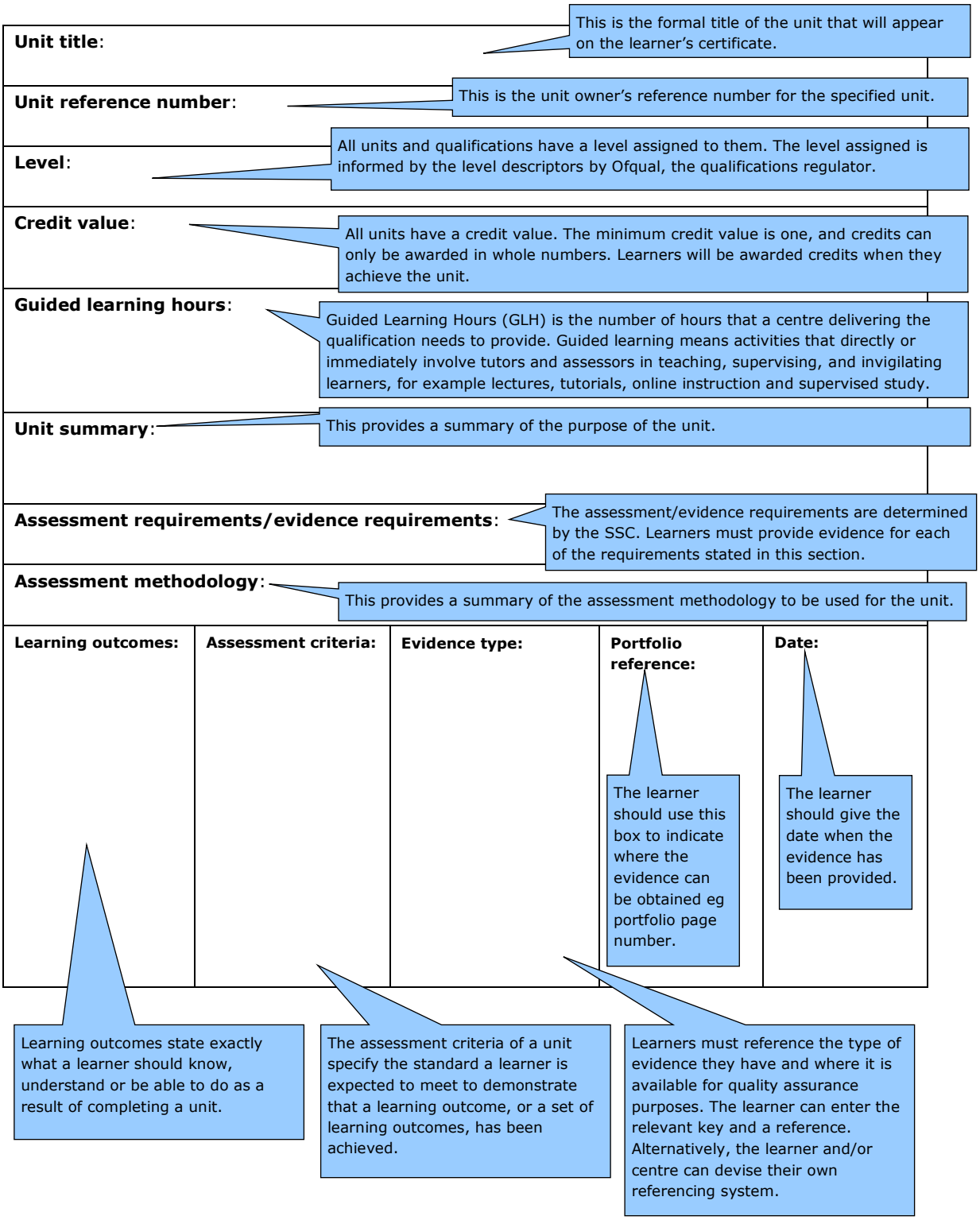
It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 3 Award, Certificate and Diploma for IT Users (ITQ) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allows learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

What resources are required to deliver this qualification?

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

Unit format

Each unit in this specification contains the following sections.



Units

Unit 101: Improving Productivity Using IT

Unit reference number: T/502/4153

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Plan the use of appropriate IT systems and software to meet requirements	1.1	Identify the purpose for using IT			
		1.2	Identify the methods, skills and resources required to complete the task successfully			
		1.3	Plan how to carry out the task using IT to achieve the required purpose and outcome			
		1.4	Identify reasons for choosing particular IT systems and software applications for the task			
		1.5	Select IT systems and software applications as appropriate for the purpose			
		1.6	Identify any legal or local guidelines or constraints that may affect the task or activity			
2	Use IT systems and software efficiently to complete planned tasks	2.1	Identify automated routines to improve productivity			
		2.2	Use automated routines that aid efficient processing or presentation			
		2.3	Complete planned tasks using IT			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Review the selection and use of IT tools to make sure that work activities are successful	3.1	Review outcomes to make sure they meet the requirements of the task and are fit for purpose			
		3.2	Decide whether the IT tools selected were appropriate for the task and purpose			
		3.3	Identify the strengths and weaknesses of the completed task			
		3.4	Identify ways to make further improvements to work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 201: Improving Productivity Using IT

Unit reference number: J/502/4156

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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

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

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

This unit is mandatory for the Certificate and Diploma at Level 2.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	2.1	Review ongoing use of IT tools and techniques and change the approach as needed			
		2.2	Describe whether the IT tools selected were appropriate for the task and purpose			
		2.3	Assess strengths and weaknesses of final work			
		2.4	Describe ways to make further improvements to work			
		2.5	Review outcomes to make sure they match requirements and are fit for purpose			
3	Develop and test solutions to improve the ongoing use of IT tools and systems	3.1	Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency			
		3.2	Describe ways to improve productivity and efficiency			
		3.3	Develop solutions to improve own productivity in using IT			
		3.4	Test solutions to ensure that they work as intended			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 301: Improving Productivity Using IT

Unit reference number: L/502/4157

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

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

An activity will typically be 'complex and non-routine' because:

- the task or context is likely to require research, analysis and interpretation;
- the work may be undertaken by others; and
- the techniques required will be complex, and the selection process may involve analysis, research, identification and application.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Evaluate the selection and use of IT tools to make sure that activities are successful	2.1	Critically compare the strengths and weaknesses of own and other people's final work			
		2.2	Review ongoing use of IT tools and techniques and change the approach as needed			
		2.3	Evaluate and test solutions to make sure they match requirements and are fit for purpose			
		2.4	Be prepared to give feedback on other people's selection and use of IT tools			
		2.5	Explain different ways to make further improvements to work			
3	Devise solutions to improve the use of IT tools and systems for self and others	3.1	Evaluate the productivity and efficiency of IT systems and procedures used by self and others			
		3.2	Research and advise on ways to improve productivity and efficiency			
		3.3	Develop solutions that make a demonstrable improvement to the use of IT tools and systems			
		3.4	Test solutions to make sure that they work as intended			
		3.5	Recommend improvements to IT systems and procedures that increase productivity			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 102: IT User Fundamentals

Unit reference number: J/502/4206

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use IT systems to meet needs	1.1	Use correct procedures to start and shutdown an IT system			
		1.2	Use interface features effectively to interact with IT systems			
		1.3	Adjust system settings to meet individual needs			
		1.4	Use a communication service to access the Internet			
		1.5	Use appropriate terminology when describing IT systems			
2	Organise, store and retrieve information efficiently	2.1	Work with files and folders so that it is easy to find and retrieve information			
		2.2	Identify what storage media to use			
		2.3	Organise and store information, using general and local conventions where appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Follow and understand the need for safety and security practices	3.1	Work safely and take steps to minimise physical stress			
		3.2	Recognise the danger of computer viruses, and how to minimise risk			
		3.3	Keep information secure			
		3.4	Outline why it is important to stay safe and to respect others when using ICT-based communication			
		3.5	Follow relevant guidelines and procedures for the safe and secure use of IT			
4	Carry out routine maintenance of IT systems and respond to routine IT system problems	4.1	Identify why routine maintenance of hardware is important and when to carry it out			
		4.2	Identify where to get expert advice			
		4.3	Carry out regular routine maintenance of IT systems safely			
		4.4	Take appropriate action to handle routine IT problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 202: IT User Fundamentals

Unit reference number: L/502/4207

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the selection and use of suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and take some responsibility for responding appropriately to IT errors and problems.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use IT systems to meet a variety of needs	1.1	Use correct procedures to start and shutdown an IT system			
		1.2	Select and use interface features effectively to interact with IT systems			
		1.3	Select and adjust system settings as appropriate to needs			
		1.4	Select and use a communication service to access the Internet			
		1.5	Use appropriate terminology when describing IT systems			
2	Manage information storage and retrieval appropriately	2.1	Manage files and folders to enable efficient information retrieval			
		2.2	Identify when and why to use different types of storage media			
		2.3	Organise and store information, using general and local conventions where appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Follow and understand the need for safety and security practices	3.1	Work safely and take steps to minimise physical stress			
		3.2	Describe the danger of computer viruses, and how to minimise risk			
		3.3	Keep information secure			
		3.4	Explain why it is important to stay safe and to respect others when using IT-based communication			
		3.5	Follow relevant guidelines and procedures for the safe and secure use of IT			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 103: Set Up an IT System

Unit reference number: Y/502/4209

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Connect up a personal computer, printer and peripheral devices safely	1.1	Identify what IT system components, storage and peripheral devices are needed and how to connect them			
		1.2	Identify any health and safety issues associated with setting up an IT system			
		1.3	Connect up the components of an IT system safely, including a printer and other peripheral devices			
		1.4	Connect removable storage media to a PC safely			
2	Connect to an IT communication service	2.1	Connect communication hardware safely to a PC			
		2.2	Identify the details needed to connect to an Internet Service Provider (ISP)			
		2.3	Connect to a communication service from a PC			
3	Set up software for use	3.1	Configure the user interface to meet needs			
		3.2	Identify what security precautions need to be addressed when connecting to the internet			
		3.3	Set up and configure virus protection software			
		3.4	Set up files and software to meet needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Check that the IT system and communication service are working successfully	4.1 Identify simple tests that can be used to check the system 4.2 Identify simple communication tests that can be used to check the internet connection 4.3 Run tests to check that the system and communication service are working successfully 4.4 Identify how to report faults and seek expert help 4.5 Respond to error messages and report faults as appropriate			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 203: Set Up an IT System

Unit reference number: L/502/4210

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge to connect up an IT system with a range of hardware, removable storage media and a communication service safely and run more advanced tests to check it is working successfully.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	1.1	Describe what IT system components, storage and peripheral devices are needed			
		1.2	Describe any health and safety issues associated with setting up an IT system			
		1.3	Describe the characteristics of IT systems that affect performance			
		1.4	Select and connect up the components of an IT system safely, including any peripheral devices and storage media			
2	Select and connect an IT system to a communication service to meet needs	2.1	Select and connect communication hardware safely to an IT system			
		2.2	Describe the factors that affect data transfer			
		2.3	Select and connect to a communication service from an IT system			
		2.4	Identify the login and password details needed to connect to an Internet Service Provider (ISP)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Install and configure software for use	3.1	Configure the user interface to meet needs			
		3.2	Describe what security precautions need to be addressed			
		3.3	Set up and configure virus protection software			
		3.4	Install and set up application software to meet needs			
		3.5	Backup and restore system and data files			
4	Check that the IT system and communication service are working successfully	4.1	Identify what tests can be used to check the IT system and communications			
		4.2	Select and run suitable tests to make sure that the system and communications service are working successfully			
		4.3	Identify the help and troubleshooting facilities available to solve problems			
		4.4	Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 303: Set Up an IT System

Unit reference number: R/502/4211

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge to select and connect up an IT system with a range of hardware, removable storage media and a communication service safely and successfully and to help others to do so.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	1.1	Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software			
		1.2	Explain any health and safety issues associated with setting up an IT system			
		1.3	Explain the characteristics of IT systems that affect performance			
		1.4	Select and connect up the components of an IT system safely, including any peripheral devices and storage media			
2	Select and connect IT system to a communication service successfully to meet needs	2.1	Explain the reasons for choosing a communication service			
		2.2	Explain what effect variations in data transmission speed may have			
		2.3	Select and connect communication hardware safely to an IT system			
		2.4	Select and connect to a communication service from an IT system			
		2.5	Explain the factors which influence choice of Internet Service Providers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Install and configure operating system and application software for use	3.1	Configure the user interface to meet need			
		3.2	Explain what security precautions need to be addressed for the system to be used securely online by several users			
		3.3	Install, set up and configure virus protection and other security systems and software			
		3.4	Explain the benefits and risks of using disk partitions or other backup locations			
		3.5	Establish a backup routine for data and system			
		3.6	Install, set up and configure application software to meet needs			
4	Check that the IT system and communication service are working successfully	4.1	Explain what system tests and communication tests are needed and why			
		4.2	Select and run suitable tests to make sure that the system and communication service are working successfully			
		4.3	Explain the range of help and troubleshooting facilities available to solve problems			
		4.4	Establish procedures for recovery in the event of system faults or failure			
		4.5	Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 104: Optimise IT System Performance

Unit reference number: D/502/4244

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge to manage software, disks and devices to maintain hardware and software (system) performance, and solve common hardware and software problems and errors, getting help with more difficult problems.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain hardware and software in working order	1.1	Identify the operating system and capacity of the computer system			
		1.2	Take appropriate steps to protect computer hardware against loss or damage			
		1.3	Run anti-virus and other security software regularly			
		1.4	Set up printers and other peripheral devices			
2	Manage files to maintain system performance	2.1	Use file navigation software to organise files into an appropriate folder structure			
		2.2	Backup and restore files and folders			
		2.3	Identify why it is important to undertake routine file housekeeping of the information stored on computer systems			
		2.4	Carry out routine file housekeeping so that information is easy to find			
3	Respond to common IT system problems and errors	3.1	Identify common IT system problems and responses			
		3.2	Respond appropriately to common IT system problems			
		3.3	Identify where to get expert advice			
		3.4	Seek expert advice when appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Customise the working environment to meet needs	4.1 Adjust system settings as appropriate to individual needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 204: Optimise IT System Performance

Unit reference number: H/502/4245

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge to carry out appropriate procedures to optimise system performance and solve problems and errors on most types of hardware and software using skills and experience.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Manage files and disks to optimise performance	2.1	Use file navigation software to organise files into an appropriate folder structure			
		2.2	Backup and restore files and folders			
		2.3	Describe why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance			
		2.4	Manage file and disk housekeeping so that information is secure and easy to find			
		2.5	Share files and folders with other users			
		2.6	Distinguish between data and system file types			
3	Troubleshoot and respond to common IT system problems and errors	3.1	Describe common IT system problems and what causes them			
		3.2	Describe and record IT system problems to enable effective support			
		3.3	Describe when to try to solve a problem independently, and when to get expert advice			
		3.4	Troubleshoot and respond to IT system problems appropriately			
		3.5	Check that errors and problems have been resolved satisfactorily			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Customise the working environment to optimise performance	4.1	Describe methods that can be used to optimise system performance			
		4.2	Select and adjust system settings to optimise performance as appropriate			
		4.3	Configure the automatic start of programmes and other graphical display options			
5	Maintain software to meet performance needs	5.1	Describe when and how to upgrade software			
		5.2	Use appropriate techniques to maintain software			
		5.3	Locate and install driver files for different devices			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 304: Optimise IT System Performance

Unit reference number: K/502/4246

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge to review and modify system settings to improve economy, efficiency and performance; and upgrade systems to improve capacity or functionality.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Manage files to maintain and improve performance	2.1	Explain why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance			
		2.2	Use file navigation software to organise files into an appropriate folder structure			
		2.3	Archive, backup and restore files and folders			
		2.4	Manage file and disk housekeeping so that information is secure and easy to find			
		2.5	Configure access to remote file systems			
		2.6	Distinguish between data and system file types			
3	Troubleshoot and respond to IT system problems quickly and effectively	3.1	Assess IT system problems, explain what causes them and how to respond to them and avoid similar problems in the future			
		3.2	Carry out contingency planning to recover from system failure and data loss			
		3.3	Monitor and record IT system problems to enable effective response			
		3.4	Monitor system settings and adjust when necessary			
		3.5	Explain when and where to get expert advice			
		3.6	Help others to select and use appropriate resources to respond to IT system problems			
		3.7	Check that errors and problems have been resolved satisfactorily			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Plan and monitor the routine and non-routine maintenance of hardware and software	4.1	Clarify the resources that will be needed to carry out maintenance			
		4.2	Develop a plan for the maintenance of IT hardware and software			
		4.3	Monitor the implementation of maintenance plans, updating them where necessary			
5	Review and modify hardware and software to maintain performance	5.1	Use appropriate techniques to maintain software for optimum performance			
		5.2	Clarify when and how to upgrade software			
		5.3	Review and modify hardware settings to maintain performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 105: IT Security for Users

Unit reference number: R/502/4256

Level: 1

Credit value: 1

Guided learning hours: 10

Unit summary

This unit is about the skills and knowledge needed by the IT User to identify day-to-day security risks and the laws and guidelines that affect the use of IT; and use simple methods to protect software and personal data (e.g. risks from people getting access to it who are not authorised, from viruses or from hardware not working properly).

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Use appropriate methods to minimise security risks to IT systems and data	1.1 Identify security issues that may threaten system performance 1.2 Take appropriate security precautions to protect IT systems and data 1.3 Identify threats to information security associated with the widespread use of technology 1.4 Take appropriate precautions to keep information secure 1.5 Follow relevant guidelines and procedures for the secure use of IT 1.6 Describe why it is important to backup data securely 1.7 Ensure personal data is backed up to appropriate media			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 205: IT Security for Users

Unit reference number: Y/502/4257

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by the IT User to avoid common security risks and control access to software and data; and use a wider range of methods to protect software and data (e.g. from exchanging information by e-mail or when downloading software from the Internet).

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Select and use appropriate methods to minimise security risk to IT systems and data	1.1 Describe the security issues that may threaten system performance 1.2 Apply a range of security precautions to protect IT systems and data 1.3 Describe the threats to system and information security and integrity 1.4 Keep information secure and manage personal access to information sources securely 1.5 Describe ways to protect hardware, software and data and minimise security risk 1.6 Apply guidelines and procedures for the secure use of IT 1.7 Describe why it is important to backup data and how to do so securely 1.8 Select and use effective backup procedures for systems and data			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 305: IT Security for Users

Unit reference number: D/502/4258

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by the IT User to monitor potential risks and take steps to protect own and others' systems, data and software (e.g. from unauthorised remote access, disaster recovery or contingency planning).

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 106: IT Communication Fundamentals

Unit reference number: Y/502/4291

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by the IT User to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities. Any aspect that is unfamiliar will require support and advice from others.

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

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use a variety of sources of information to meet needs	1.1	Use appropriate sources of IT-based and other forms of information to meet needs			
		1.2	Identify different features of information			
		1.3	Recognise copyright constraints on the use of information			
2	Access, search for, select and use Internet-based information and assess its fitness for purpose	2.1	Access, navigate and search Internet sources of information purposefully and effectively			
		2.2	Use appropriate search techniques to locate and select relevant information			
		2.3	Outline how the information meets requirements and is fit for purpose			
3	Select and use IT to communicate and exchange information	3.1	Create, access, read and respond appropriately to e-mail and other IT-based communication			
		3.2	Use IT tools to maintain an address book and schedule activities			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 206: IT Communication Fundamentals

Unit reference number: D/502/4292

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by the IT User to select and use a varied range of appropriate IT tools and techniques to find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from others.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements 1.2 Describe different features of information 1.3 Recognise copyright and other constraints on the use of information			
2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search Internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate relevant information 2.3 Use discrimination to select information that matches requirements and is fit for purpose 2.4 Evaluate information to make sure it matches requirements and is fit for purpose			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience 3.2 Use IT tools to manage an address book and schedule activities 3.3 Manage storage of IT-based communications 3.4 Describe how to respond to common IT-based communication problems 3.5 Respond appropriately to common IT-based communication problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 107: Using the Internet

Unit reference number: T/502/4296

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by the IT User to understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

Internet tools and techniques will be defined as 'basic' because:

- the software tools and functions will be pre-determined or commonly used; and
- the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.

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

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Connect to the internet	1.1	Identify different types of connection methods that can be used to access the Internet			
		1.2	Access the Internet or intranet			
2	Use browser software to navigate web pages	2.1	Use browser tools to navigate web pages			
		2.2	Identify when to change browser settings to aid navigation			
		2.3	Adjust browser settings to meet needs			
		2.4	Use browser help facilities			
3	Use browser tools to search for information from the internet	3.1	Select and use appropriate search techniques to locate information			
		3.2	Outline how information meets requirements			
		3.3	Use references to make it easier to find information another time			
		3.4	Download and save different types of information from the Internet			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Use browser software to communicate information online	4.1	Select and use tools and techniques to communicate information online			
		4.2	Use browser tools to share information sources with others			
		4.3	Submit information online using forms or interactive sites			
		4.4	Identify opportunities to post or publish material to websites			
5	Follow and understand the need for safety and security practices when working online	5.1	Identify the threats to user safety when working online			
		5.2	Outline how to minimise internet security risks			
		5.3	Work responsibly and take appropriate safety and security precautions when working online			
		5.4	Keep personal information secure			
		5.5	Follow relevant laws, guidelines and procedures for the use of the Internet			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 207: Using the Internet

Unit reference number: A/502/4297

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by the IT User to understand and make effective use of a connection method and intermediate Internet software tools and techniques to search for and exchange information for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques at this level will be defined as:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar.

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

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for the selecting how to search for and exchange the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Connect to the Internet	1.1	Identify different types of connection methods that can be used to access the Internet			
		1.2	Identify the benefits and drawbacks of the connection method used			
		1.3	Get online with an Internet connection			
		1.4	Use help facilities to solve Internet connection problems			
2	Use browser software to navigate web pages effectively	2.1	Select and use browser tools to navigate web pages			
		2.2	Identify when to change settings to aid navigation			
		2.3	Adjust browser settings to optimise performance and meet needs			
		2.4	Identify ways to improve the performance of a browser			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use browser tools to search for information from the Internet	3.1	Select and use appropriate search techniques to locate information efficiently			
		3.2	Describe how well information meets requirements			
		3.3	Manage and use references to make it easier to find information another time			
		3.4	Download, organise and store different types of information from the Internet			
4	Use browser software to communicate information online	4.1	Identify opportunities to create, post or publish material to websites			
		4.2	Select and use appropriate tools and techniques to communicate information online			
		4.3	Use browser tools to share information sources with others			
		4.4	Submit information online			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the need for safety and security practices when working online	5.1 Describe the threats to system performance when working online 5.2 Work responsibly and take appropriate safety and security precautions when working online 5.3 Describe the threats to information security when working online 5.4 Manage personal access to online sources securely 5.5 Describe the threats to user safety when working online 5.6 Describe how to minimise internet security risks 5.7 Apply laws, guidelines and procedures for safe and secure Internet use 5.8 Explain the importance of the relevant laws affecting Internet users			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 307: Using the Internet

Unit reference number: F/502/4298

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge needed by the IT User to advise on and set up an Internet connection to meet a variety of user needs. They can also make efficient use of advanced Internet software tools and techniques to search for and exchange information for complex and non-routine activities.

Internet tools and techniques will be defined as 'advanced' because:

- the software tools and functions required will be described as complex because at times they involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the range of techniques required for searching and exchanging information will be complex, and the selection process may involve research, identification and application.

An activity will typically be 'complex and non-routine' because:

- the task is likely to require research, identification and application;
- the context is likely to require research, analysis and interpretation; and
- the user will take full responsibility for searching for and exchanging the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and set up an appropriate connection to access the Internet	1.1	Identify different types of connection methods that can be used to access the Internet			
		1.2	Explain the benefits and drawbacks of different connection methods			
		1.3	Analyse the issues affecting different groups of users			
		1.4	Select and set up an Internet connection using an appropriate combination of hardware and software			
		1.5	Recommend a connection method for Internet access to meet identified needs			
		1.6	Diagnose and solve Internet connection problems			
2	Set up and use browser software to navigate web pages	2.1	Select and use browser tools to navigate web pages effectively			
		2.2	Explain when to change browser settings to aid navigation			
		2.3	Adjust and monitor browser settings to maintain and improve performance			
		2.4	Explain when and how to improve browser performance			
		2.5	Customise browser software to make it easier to use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use browser tools to search effectively and efficiently for information from the Internet	3.1	Select and use appropriate search techniques to locate information efficiently			
		3.2	Evaluate how well information meets requirements			
		3.3	Manage and use references to make it easier to find information another time			
		3.4	Download, organise and store different types of information from the Internet			
4	Use browser software to communicate information online	4.1	Identify and analyse opportunities to create, post or publish material to websites			
		4.2	Select and use appropriate tools and techniques to communicate information online			
		4.3	Share and submit information online using appropriate language and moderate content from others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Develop and apply appropriate safety and security practices and procedures when working online	5.1 Explain the threats to system performance when working online 5.2 Work responsibly and take appropriate safety and security precautions when working online 5.3 Explain the threats to information security and integrity when working online 5.4 Keep information secure and manage user access to online sources securely 5.5 Explain the threats to user safety when working online 5.6 Explain how to minimise internet security risks 5.7 Develop and promote laws, guidelines and procedures for safe and secure use of the Internet			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 108: Using Mobile IT Devices

Unit reference number: H/502/4374

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.

The use of mobile technologies will be defined as 'basic' because:

- the tools and functions on the mobile device will be pre-loaded and
- the techniques used for sharing files between devices will be familiar or commonly undertaken.

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

- the task or context using mobile technologies will be familiar and involve few factors (for example, sending SMS messages to colleagues, maintaining a calendar of events, taking notes, capturing a photo, using Bluetooth connectivity to send a photo to a friend's mobile phone).

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Set up the mobile device to meet needs	1.1	Set up the mobile device for use			
		1.2	Use mobile device interface features effectively			
		1.3	Identify when and how to adjust device settings			
		1.4	Adjust device settings to meet needs			
		1.5	Identify any specific health and safety issues associated with the use of mobile devices			
		1.6	Follow guidelines and procedures for the use of mobile devices			
2	Use applications and files on the mobile device	2.1	Identify the different applications on the mobile device and what they can be used for			
		2.2	Select and use applications and files on the mobile device for an appropriate purpose			
		2.3	Input data accurately into a mobile device			
		2.4	Organise, store and retrieve data on a mobile device			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Transfer data to and from the mobile device	3.1	Identify different types of secure connection methods that can be used between devices			
		3.2	Transfer information to and from a mobile device			
		3.3	Recognise copyright and other constraints on the use and transfer of information			
		3.4	Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device			
		3.5	Keep information secure when using a mobile device			
4	Maintain the performance of the mobile device	4.1	Identify factors that can affect performance of the mobile device			
		4.2	Use appropriate techniques to maintain the performance of the mobile device			
		4.3	Identify common problems that occur with mobile devices and what causes them			
		4.4	Identify when to try to solve a problem and where to get expert advice			
		4.5	Use available resources to respond quickly and appropriately to common device problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 208: Using Mobile IT Devices

Unit reference number: K/502/4375

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge to make effective use of mobile or handheld devices and use intermediate tools and techniques to exchange information between devices on a regular basis for activities. Any aspect that is unfamiliar may require support and advice from others.

The use of mobile technologies will be defined as 'intermediate' because:

- the tools and software used will be additional to the tools and software pre-loaded onto the device and at times the techniques for use will be non-routine or unfamiliar; and
- the techniques used for sharing information and files between devices will involve a number of steps and at times be non-routine or unfamiliar.

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

- the task or context using mobile technologies is likely to require several steps and some consideration and planning before undertaking the task

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Set up and customise the mobile device to meet needs	1.1	Describe the purpose of the different features and drawbacks of the mobile device			
		1.2	Describe different methods that can be used to access mobile networks			
		1.3	Prepare, set up and configure the mobile device for use			
		1.4	Select, use and customise interface features and settings to meet needs and improve efficiency			
		1.5	Describe any specific health and safety issues associated with the use of mobile devices			
		1.6	Apply guidelines and procedures for the use of mobile devices			
2	Select and use applications and files on the mobile device	2.1	Select and use applications and files on the mobile device for an appropriate purpose			
		2.2	Define file formats appropriate for mobile devices			
		2.3	Use software or tools to prepare or convert files to an appropriate format for mobile devices			
		2.4	Input data accurately into a mobile device			
		2.5	Organise, store and retrieve data efficiently on a mobile device			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 109: Using Email

Unit reference number: J/502/4299

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and techniques to use a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

E-mail tools and techniques will be defined as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques used will be familiar or commonly undertaken.

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

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use e-mail software tools and techniques to compose and send messages	1.1	Use software tools to compose and format e-mail messages			
		1.2	Attach files to e-mail messages			
		1.3	Send e-mail messages			
		1.4	Identify how to stay safe and respect others when using e-mail			
		1.5	Use an address book to store and retrieve contact information			
2	Manage incoming email effectively	2.1	Follow guidelines and procedures for using e-mail			
		2.2	Identify when and how to respond to e-mail messages			
		2.3	Read and respond to e-mail messages appropriately			
		2.4	Identify what messages to delete and when to do so			
		2.5	Organise and store e-mail messages			
		2.6	Respond appropriately to common e-mail problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 209: Using Email

Unit reference number: M/502/4300

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to make effective use of a range of intermediate e-mail software tools to send, receive and store messages for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Email tools and techniques will be defined as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

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

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for developing the input or output of information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use e-mail software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format e-mail messages, including attachments			
		1.2	Determine the message size and how it can be reduced			
		1.3	Send e-mail messages to individuals and groups			
		1.4	Describe how to stay safe and respect others when using e-mail			
		1.5	Use an address book to organise contact information			
2	Manage incoming e-mail effectively	2.1	Follow guidelines and procedures for using e-mail			
		2.2	Read and respond to e-mail messages appropriately			
		2.3	Use email software tools and techniques to automate responses			
		2.4	Describe how to archive e-mail messages, including attachments			
		2.5	Organise, store and archive e-mail messages effectively			
		2.6	Respond appropriately to e-mail problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 309: Using Email

Unit reference number: T/502/4301

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to help others to make more efficient use of e-mail software tools to send, receive and store messages for complex and non-routine activities.

E-mail tools and techniques will be defined as 'advanced' because:

- the techniques required will be multi-step and complex, and the selection process may involve research, identification and application; and
- the IT tools required will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying.

An activity will typically be 'complex and non-routine' because:

- the task is likely to require research, identification and application;
- the context is likely to require research, analysis and interpretation; and
- the user will take full responsibility for developing both the input and output type and structure of the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use e-mail software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format e-mail messages, including attachments			
		1.2	Explain methods to improve message transmission			
		1.3	Send e-mail messages to individuals and groups			
		1.4	Explain why and how to stay safe and respect others when using e-mail			
		1.5	Use an address book to manage contact information			
2	Manage use of e-mail software effectively	2.1	Develop and communicate guidelines and procedures for using e-mail effectively			
		2.2	Read and respond appropriately to e-mail messages and attachments			
		2.3	Use email software tools and techniques to automate responses			
		2.4	Explain why, how and when to archive messages			
		2.5	Organise, store and archive e-mail messages effectively			
		2.6	Customise e-mail software to make it easier to use			
		2.7	Explain how to minimise e-mail problems			
		2.8	Respond appropriately to email problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 110: Personal Information Management Software

Unit reference number: Y/502/4369

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge to use a range of basic personal information management tools and techniques to organise and plan their own time and tasks.

Software may also be termed Personal Planning software.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use a calendar to schedule appointments	1.1	Create, edit and delete calendar entries			
		1.2	Arrange recurring appointments			
		1.3	Invite others to meetings and monitor attendance			
		1.4	Respond to meeting requests from others			
		1.5	Create reminders for calendar appointments			
		1.6	Organise and display appointments as required			
2	Use a task list to prioritise activities	2.1	Create, edit and delete task information			
		2.2	Organise and display tasks, setting targets for completion			
		2.3	Monitor task progress and set reminders			
		2.4	Report on task status and activity			
3	Use an address book to store, organise and retrieve contact information	3.1	Create, edit and delete contact information			
		3.2	Organise and display contact information			
		3.3	Set up a distribution list			
		3.4	Describe why it is important to use personal data responsibly and safely			
		3.5	Outline why and how to keep contact information up to date			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 210: Personal Information Management Software

Unit reference number: L/502/4370

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to use a range of personal information management tools and techniques to organise and prioritise their own time and manage multiple tasks and calendars.

Software may also be termed Personal Planning software.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use calendars to schedule appointments and meetings	1.1	Create, edit and delete multiple calendar entries			
		1.2	Arrange recurring appointments			
		1.3	Invite others to meetings and monitor attendance			
		1.4	Respond to meeting requests from others			
		1.5	Create reminders for calendar appointments and events			
		1.6	Locate, organise and display appointments and events as required			
		1.7	Import and export calendar data			
		1.8	Describe how to share calendars with other users			
2	Use a task list to prioritise activities	2.1	Create, edit and delete task information			
		2.2	Organise and display tasks, setting targets for completion			
		2.3	Monitor task progress and set reminders			
		2.4	Report on task status and activity			
		2.5	Use software features to work collaboratively on tasks with other users			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use an address book to store, organise and retrieve contact information	3.1 Create, update and delete contact information 3.2 Locate, organise and display contact information efficiently 3.3 Create additional contact lists to separate work and leisure contacts 3.4 Select and export contact details for use in other applications 3.5 Create and modify a distribution list 3.6 Share contact information with others responsibly 3.7 Explain why it is important to use personal data responsibly and safely 3.8 Describe why and how to keep contact information up to date			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 111: Using Collaborative Technologies

Unit reference number: A/502/4378

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to safely use IT tools and devices to work collaboratively by:

- preparing and accessing IT tools and devices, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.;
- playing a responsible and active role in real-time communication; and
- contributing relevant information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Stay safe and secure when using collaborative technology	1.1	Follow guidelines for working with collaborative technology			
		1.2	Identify risks in using collaborative technology and why it is important to avoid them			
		1.3	Carry out straightforward checks on others' online identities and different types of information			
		1.4	Identify when and how to report online safety and security issues			
		1.5	Identify what methods are used to promote trust			
2	Set up and access IT tools and devices for collaborative working	2.1	Set up IT tools and devices that will enable you to contribute to collaborative work			
		2.2	Identify the purpose for using collaborative technologies and expected outcomes			
		2.3	Identify which collaborative technology tools and devices to use for different communication media			
		2.4	Identify what terms and conditions apply to using collaborative technologies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare collaborative technologies for use	3.1	Use given details to access collaborative technologies needed for a collaborative task			
		3.2	Adjust basic settings on collaborative technologies			
		3.3	Change the environment of collaborative technologies			
		3.4	Set up and use a data reader to feed information			
		3.5	Identify what and why permissions are set to allow others to access information			
4	Contribute to tasks using collaborative technologies	4.1	Contribute responsibly and actively to collaborative working			
		4.2	Contribute to producing and archiving the agreed outcome of collaborative working			
		4.3	Identify when there is a problem with collaborative technologies and where to get help			
		4.4	Respond to simple problems with collaborative technologies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 211: Using Collaborative Technologies

Unit reference number: F/502/4379

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge to facilitate the use of appropriate combinations of IT tools and devices for groups to work collaboratively by:

- planning and selecting the IT tools and devices to be used for work purposes and tasks, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools;
- preparing and setting up access to collaborative technologies;
- presenting information and facilitating others contributions; and
- moderating the use of collaborative technologies.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Stay safe and secure when working with collaborative technology	1.1 Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines 1.2 Explain what risks there may be in using collaborative technology and how to keep them to a minimum 1.3 Use appropriate methods to promote trust when working collaboratively 1.4 Carry out appropriate checks on others' online identities and different types of information 1.5 Identify and respond to inappropriate content and behaviour			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Contribute to tasks using collaborative technologies	4.1 Describe rules of engagement for using collaborative technologies 4.2 Enable others to contribute responsibly to collaborative tasks 4.3 Present relevant and valuable information 4.4 Moderate the use of collaborative technologies 4.5 Archive the outcome of collaborative working 4.6 Assess when there is a problem with collaborative technologies and when to get expert help 4.7 Respond to problems with collaborative technologies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 311: Using Collaborative Technologies

Unit reference number: T/502/4380

Level: 3

Credit value: 5

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge to manage and effectively integrate and facilitate the safe use of multiple IT tools and devices so that groups can work collaboratively and effectively by:

- setting and implementing guidelines for using collaborative technologies, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools;
- integrating IT tools and devices and creating environments to exploit their potential;
- managing risks, permissions and data flow; and
- moderating and solving complex problems with the use of collaborative technologies.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Stay safe and secure when with collaborative technology	1.1 Explain what and why guidelines need to be established for working with collaborative technology 1.2 Develop and implement guidelines for good practice in working with collaborative technology 1.3 Explain how to establish an identity or present information that will promote trust 1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information 1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks 1.6 Analyse and manage risks in the use of collaborative technologies			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare collaborative technologies for use	3.1 Evaluate data management principles, issues and methods 3.2 Manage levels of access and permissions for different purposes 3.3 Select and integrate different elements across applications to create environments for collaborative technologies 3.4 Set and adjust settings to facilitate use of collaborative technologies by others 3.5 Manage data flow to benefit collaborative working			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Manage tasks using collaborative technologies	4.1 Determine levels of responsibility for the use of collaborative technologies 4.2 Facilitate others' responsible contributions to and engagement with collaborative technologies 4.3 Manage the moderation of collaborative technologies 4.4 Oversee the archiving of the outcomes of collaborative working 4.5 Explain what problems can occur with collaborative technologies 4.6 Respond to problems with collaborative technologies and be prepared to help others to do so			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 112: IT Software Fundamentals

Unit reference number: L/502/4384

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to use appropriate predefined or commonly used IT tools to develop and produce information for tasks and activities that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from other people.

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

- the task or context need will be familiar and involve few factors (for example, time available, audience needs, message, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and use software applications to meet needs and solve problems	1.1	Identify different software applications and give examples of their use			
		1.2	Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems			
		1.3	Identify what types of information are needed			
2	Enter, develop and format different types of information to suit its meaning and purpose	2.1	Enter, organise and format different types of information to meet needs			
		2.2	Apply editing techniques to refine information as required			
		2.3	Combine information of different forms or from different sources to meet needs			
		2.4	Select and use appropriate page layout to present information effectively			
3	Present information in ways that are fit for purpose and audience	3.1	Work accurately and proof-read, using software facilities where appropriate for the task			
		3.2	Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Make effective use of IT tools and facilities to present information	4.1	Review and modify work as it progresses to ensure the result is fit for purpose and audience			
		4.2	Review the effectiveness of the IT tools selected to meet presentation needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 212: IT Software Fundamentals

Unit reference number: R/502/4385

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge to select and use IT tools to develop and produce information independently for activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from other people.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and use appropriate software applications to meet needs and solve problems	1.1	Describe what types of information are needed			
		1.2	Select and use software applications to develop, produce and present different types of information to meet needs and solve problems			
2	Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1	Enter, organise, refine and format different types of information, applying editing techniques to meet needs			
		2.2	Use appropriate techniques to combine image and text components			
		2.3	Combine information of different forms or from different sources			
		2.4	Select and use appropriate page layout to present information effectively			
3	Present information in ways that are fit for purpose and audience	3.1	Work accurately and proof-read, using software facilities where appropriate			
		3.2	Identify inconsistencies or quality issues with the presentation of information			
		3.3	Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Evaluate the selection and use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements 4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 113: Audio Software

Unit reference number: K/502/4389

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use a range of basic audio software tools and techniques appropriately to record and edit straightforward or routine audio sequences. Any aspect that is unfamiliar will require support and advice from others.

Audio software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the file type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use audio hardware and software to capture sequences	1.1	Identify the input device and associated software to use			
		1.2	Use input devices and built-in audio software to record information to meet needs			
		1.3	Identify the file format used by the input device			
		1.4	Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available			
2	Use audio software tools to combine and edit sequences	2.1	Identify the audio editing software to use for the file format			
		2.2	Cut and paste short sequences to meet needs			
		2.3	Combine information of different forms or from different sources, in line with any copyright constraints			
		2.4	Identify copyright constraints on using others' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Play and present audio sequences	3.1 Identify appropriate playback software to use for the sequence 3.2 Identify the display device to use for the sequence 3.3 Select and use appropriate combination of software and display device to playback audio sequences 3.4 Adjust playback and display settings so that sequences are presented to meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 213: Audio Software

Unit reference number: D/502/4390

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate audio software tools and techniques to record and edit audio sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Audio software tools and techniques will be defined as 'basic' because:

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use audio hardware and software to capture sequences	1.1	Identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues			
		1.2	Select and use an appropriate combination of input device and audio software to record sequences			
		1.3	Describe the impact file size and file format will have on saving sequences			
		1.4	Identify when to use different types of information coding and compression			
		1.5	Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available			
2	Use audio software tools and techniques to combine and edit sequences	2.1	Identify the sequences to add, keep and remove			
		2.2	Select and use appropriate audio software tools to mark-up and edit sequences			
		2.3	Organise and combine information for sequences in line with any copyright constraints, including across different software			
		2.4	Describe how copyright constraints affect use of own and others' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Play and present audio sequences	3.1 Describe the features and constraints of playback software and display devices 3.2 Select and use an appropriate combination of audio playback software and display device to suit the file format 3.3 Identify the settings which could be adjusted to improve the quality of presentations 3.4 Adjust playback and display settings to enhance the quality of the presentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 313: Audio Software

Unit reference number: H/502/4391

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a range of advanced of audio software tools and techniques to record and edit complex or non-routine audio sequences.

Audio software tools and techniques will be defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use audio software tools and techniques to edit sequences	2.1	Select and use appropriate audio software tools and techniques to mark-up and edit sequences to achieve required effects			
		2.2	Provide guidance on how copyright constraints affect use of own and others' information			
		2.3	Organise, combine and link information for sequences in line with any copyright constraints, including across different software			
3	Play and present audio sequences	3.1	Explain the features and constraints of playback software and devices as appropriate for different purposes			
		3.2	Select and use an appropriate combination of audio playback software and devices to suit the file format			
		3.3	Present sequences effectively by exploiting the features and settings of the playback software and devices to maximise quality and meet needs			
		3.4	Evaluate the quality of sequences and explain how to respond to quality issues and problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 114: Video Software

Unit reference number: K/502/4392

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic video software tools and techniques appropriately to record and edit straightforward or routine video sequences. Any aspect that is unfamiliar will require support and advice from others.

Video software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be predefined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the file type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use video hardware and software to capture sequences	1.1	Identify the input device and associated software to use			
		1.2	Use input devices and built-in video software to record information to meet needs			
		1.3	Identify the file format used by the input device			
		1.4	Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available			
2	Use video software tools to combine and edit sequences	2.1	Identify the video editing software to use for the file format			
		2.2	Cut and paste short sequences to meet needs			
		2.3	Combine information of different forms or from different sources, in line with any copyright constraints			
		2.4	Identify copyright constraints on using others' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Play and present video sequences	3.1 Identify appropriate playback software to use for the sequence 3.2 Identify the display device to use for the sequence 3.3 Select and use appropriate combination of software and display device to playback video sequences 3.4 Adjust playback and display settings so that sequences are presented to meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 214: Video Software

Unit reference number: M/502/4393

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate video software tools and techniques to record and edit video sequences that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use video hardware and software to capture sequences	1.1	Identify the combination of input device and video software to use to capture information, to avoid any compatibility issues			
		1.2	Select and use an appropriate combination of input device and video software to record sequences			
		1.3	Describe the impact file size and file format will have on saving sequences			
		1.4	Identify when to use different types of information coding and compression			
		1.5	Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available			
2	Use video software tools and techniques to combine and edit sequences	2.1	Identify the sequences to add, keep and remove			
		2.2	Select and use appropriate video software tools to mark-up and edit sequences			
		2.3	Organise and combine information for sequences in line with any copyright constraints, including across different software			
		2.4	Describe how copyright constraints affect use of own and others' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Play and present video sequences	3.1 Describe the features and constraints of playback software and display devices 3.2 Select and use an appropriate combination of video playback software and display device to suit the file format 3.3 Identify the settings which could be adjusted to improve the quality of presentations 3.4 Adjust playback and display settings to enhance the quality of the presentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 314: Video Software

Unit reference number: T/502/4394

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a range of advanced video software tools and techniques to record and edit complex or non-routine video sequences.

Video software tools and techniques will be defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use video software tools and techniques to edit sequences	2.1	Select and use appropriate video software tools and techniques to mark-up and edit sequences to achieve required effects			
		2.2	Provide guidance on how copyright constraints affect use of own and others' information			
		2.3	Organise, combine and link information for sequences in line with any copyright constraints, including across different software			
3	Play and present video sequences	3.1	Explain the features and constraints of playback software and display devices as appropriate for different purposes			
		3.2	Select and use an appropriate combination of video playback software and display device to suit the file format			
		3.3	Present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs			
		3.4	Evaluate the quality of sequences and explain how to respond to quality issues and problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 115: Bespoke Software

Unit reference number: A/502/4395

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use basic bespoke software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Bespoke software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the data type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input, organise and combine information using bespoke software	1.1	Input relevant information accurately into existing templates and/or files so that it is ready for processing			
		1.2	Organise and combine information of different forms or from different sources			
		1.3	Follow local and/or legal guidelines for the storage and use of data where available			
		1.4	Respond appropriately to data entry error messages			
2	Use tools and techniques to edit, process, format and present information	2.1	Use appropriate tools and techniques to edit, process and format information			
		2.2	Check information meets needs, using IT tools and making corrections as appropriate			
		2.3	Use appropriate presentation methods and accepted layouts			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 215: Bespoke Software

Unit reference number: F/502/4396

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate bespoke software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input and combine information using bespoke applications	1.1	Input relevant information accurately so that it is ready for processing			
		1.2	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software			
		1.3	Respond appropriately to data entry error messages			
2	Use appropriate structures to organise and retrieve information efficiently	2.1	Describe what functions to apply to structure and layout information effectively			
		2.2	Select and use appropriate structures and/or layouts to organise information			
		2.3	Apply local and/or legal guidelines and conventions for the storage and use of data where available			
3	Use the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, process and format information			
		3.2	Check information meets needs, using IT tools and making corrections as necessary			
		3.3	Select and use appropriate methods to present information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 315: Bespoke Software

Unit reference number: J/502/4397

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information.

Bespoke software tools and techniques at this level are defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input and combine information using bespoke software	1.1	Input relevant information accurately so that it is ready for processing			
		1.2	Select and use appropriate techniques to link and combine information within the application and across different software applications			
2	Create and modify appropriate structures to organise and retrieve information efficiently	2.1	Evaluate the use of software functions to structure, layout and style information			
		2.2	Create, change and use appropriate structures and/or layouts to organise information efficiently			
		2.3	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available			
3	Exploit the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, analyse and format information			
		3.2	Check information meets needs, using IT tools and making corrections as necessary			
		3.3	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs			
		3.4	Select and use presentation methods to aid clarity and meaning			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 116: Specialist Software

Unit reference number: L/502/4398

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge needed by an IT User to use basic specialist software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Specialist software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the data type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input, organise and combine information using specialist software	1.1	Input relevant information accurately into existing templates and/or files so that it is ready for processing			
		1.2	Organise and combine information of different forms or from different sources			
		1.3	Follow local and/or legal guidelines for the storage and use of data where available			
		1.4	Respond appropriately to data entry error messages			
2	Use tools and techniques to edit, process, format and present information	2.1	Use appropriate tools and techniques to edit, process or format information			
		2.2	Check information meets needs, using IT tools and making corrections as necessary			
		2.3	Use appropriate presentation methods and accepted layouts			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 216: Specialist Software

Unit reference number: R/502/4399

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate specialist software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input and combine information using specialist applications	1.1	Input relevant information accurately so that it is ready for processing			
		1.2	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software			
		1.3	Respond appropriately to data entry error messages			
2	Use appropriate structures to organise and retrieve information efficiently	2.1	Describe what functions to apply to structure and layout information effectively			
		2.2	Select and use appropriate structures and/or layouts to organise information			
		2.3	Apply local and/or legal guidelines and conventions for the storage and use of data where available			
3	Use the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, process and format information			
		3.2	Check information meets needs, using IT tools and making corrections as necessary			
		3.3	Select and use appropriate methods to present information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 316: Specialist Software

Unit reference number: A/502/4400

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced of specialist software tools and techniques for complex or non-routine information.

Specialist software tools and techniques at this level are defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input and combine information using specialist software	1.1	Input relevant information accurately so that it is ready for processing			
		1.2	Select and use appropriate techniques to link and combine information within the application and across different software applications			
2	Create and modify appropriate structures to organise and retrieve information efficiently	2.1	Evaluate the use of software functions to structure, layout and style information			
		2.2	Create, change and use appropriate structures and/or layouts to organise information efficiently			
		2.3	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available			
3	Exploit the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, analyse and format information			
		3.2	Check information meets needs, using IT tools and making corrections as necessary			
		3.3	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs			
		3.4	Select and use presentation methods to aid clarity and meaning			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 117: Computerised Accounting Software

Unit reference number: F/502/4401

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic accounting software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

Accounting software tools and techniques will be defined as 'basic' because:

- the software tools and functions involved will be pre-defined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the document type and structure will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Access, enter and edit accounting information	1.1	Identify the sources and characteristics of accounting data			
		1.2	Enter accounting data accurately into records to meet requirements			
		1.3	Locate and display accounting data records to meet requirements			
		1.4	Check data records meet needs using IT tools, making corrections as necessary			
		1.5	Identify the risks to data security and procedures used for data protection			
		1.6	Follow local and/or legal guidelines for the storage and use of data			
2	Use tools and techniques to process business transactions	2.1	Use appropriate tools and techniques to process transactions			
		2.2	Review the transaction process and identify any errors			
		2.3	Respond appropriately to any transaction errors and problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Produce accounting documents and summary reports to meet requirements	3.1 Identify what information is required and how to present it 3.2 Generate accounting documents as required 3.3 Generate management reports as required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 217: Computerised Accounting Software

Unit reference number: J/502/4402

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Access, enter and edit accounting information	1.1 Describe the sources and characteristics of accounting data 1.2 Set up and create new accounting data records accurately to meet requirements 1.3 Locate and display accounting data records to meet requirements 1.4 Check data records meet needs using IT tools, making corrections as necessary 1.5 Respond appropriately to data entry error messages 1.6 Describe the risks to data security and procedures used for data protection 1.7 Apply local and/or legal guidelines for the storage and use of data			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Select and use tools and techniques to process business transactions	2.1	Select and use appropriate tools and techniques to enter and process transactions			
		2.2	Review transaction process and identify any errors			
		2.3	Respond appropriately to any transactions errors and problems			
		2.4	Select and use appropriate tools and techniques to process period end routines			
3	Produce accounting documents and summary reports to meet requirements	3.1	Describe what information is required and how to present it			
		3.2	Prepare and generate accounting documents			
		3.3	Prepare and generate management reports as required			
		3.4	Import and export data and link to other systems and software			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 317: Computerised Accounting Software

Unit reference number: L/502/4403

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced accounting software tools and techniques for complex or non-routine information.

Accounting software tools and techniques will be defined as 'advanced' because:

- the software tools and functions used will be complex, and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information and support the work of others

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Access, enter and edit accounting information	1.1	Set up procedures for entry of accounting data accurately into records to meet requirements			
		1.2	Explain how to code new entries			
		1.3	Locate and display accounting data records to meet requirements			
		1.4	Check data records meet needs using IT tools, making corrections as necessary			
		1.5	Explain the risks to data security and procedures used for data protection			
		1.6	Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available			
		1.7	Interpret and respond appropriately to a range of data and application error messages			
2	Process business transactions from source documents	2.1	Select and use appropriate tools and techniques to process transactions			
		2.2	Use software tools to monitor accounts			
		2.3	Respond appropriately to any transaction errors and problems			
		2.4	Process period and year end routines			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Develop and interpret management information reports	3.1	Explain what information is required and how to present it			
		3.2	Generate and interpret management reports as required			
		3.3	Customise and format accounting documents and reports according to requirements			
		3.4	Import and export data and link to other systems			
4	Set up a computerised accounting system ready for use	4.1	Install and update accounting software as required			
		4.2	Configure accounting software for use			
		4.3	Set up package parameters			
		4.4	Set up initial account balances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 118: Database Software

Unit reference number: H/502/4553

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use database software tools and techniques to:

- enter straightforward or routine information into a database;
- set up a single table in a flat file database;
- retrieve information by running routine queries; and
- produce reports using predefined menus or short cuts.

The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support and advice from others.

Database tools and techniques will be described as 'basic' because:

- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting will be straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Enter, edit and organise structured information in a database	1.1	Identify the main components of a database			
		1.2	Create a database table for a purpose using specified fields			
		1.3	Enter structured data into records to meet requirements			
		1.4	Locate and amend data records			
		1.5	Respond appropriately to data entry error messages			
		1.6	Check data meets needs, using IT tools and making corrections as necessary			
2	Use database software tools to extract information and produce reports	2.1	Identify queries which meet information requirements			
		2.2	Run simple database queries			
		2.3	Identify reports which meet information requirements			
		2.4	Generate and print pre-defined database reports			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 218: Database Software

Unit reference number: M/502/4555

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use intermediate database software tools and techniques to:

- enter information into databases, that is at times non-routine or unfamiliar;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

They will also be able to create and modify single table, non-relational databases. Any aspects that are unfamiliar may require support and advice from others.

Database tools, functions and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Create and modify non-relational database tables	1.1	Identify the components of a database design			
		1.2	Describe the field characteristics for the data required			
		1.3	Create and modify database tables using a range of field types			
		1.4	Describe ways to maintain data integrity			
		1.5	Respond appropriately to problems with database tables			
		1.6	Use database tools and techniques to ensure data integrity is maintained			
2	Enter, edit and organise structured information in a database	2.1	Create forms to enter, edit and organise data in a database			
		2.2	Select and use appropriate tools and techniques to format data entry forms			
		2.3	Check data entry meets needs, using IT tools and making corrections as necessary			
		2.4	Respond appropriately to data entry errors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use database software tools to run queries and produce reports	3.1	Create and run database queries using multiple criteria to display or amend selected data			
		3.2	Plan and produce database reports from a single table non-relational database			
		3.3	Select and use appropriate tools and techniques to format database reports			
		3.4	Check reports meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 318: Database Software

Unit reference number: T/502/4556

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use advanced database software tools and techniques efficiently to:

- enter complex information into databases;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

They will also be able to design, create and interrogate multiple-table relational databases.

Database tools, functions and techniques will be described as 'advanced' because:

- the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan, create and modify relational database tables to meet requirements	1.1 Explain how a relational database design enables data to be organised and queried 1.2 Plan and create multiple tables for data entry with appropriate fields and properties 1.3 Set up and modify relationships between database tables 1.4 Explain why and how to maintain data integrity 1.5 Respond appropriately to problems with database tables 1.6 Use database tools and techniques to ensure data integrity is maintained			
2 Enter, edit and organise structured information in a database	2.1 Design and create forms to access, enter, edit and organise data in a database 2.2 Select and use appropriate tools and techniques to format data entry forms 2.3 Check data entry meets needs, using IT tools and making corrections as necessary 2.4 Respond appropriately to data entry errors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use database software tools to create, edit and run data queries and produce reports	3.1	Explain how to select, generate and output information from queries according to requirements			
		3.2	Create and run database queries to display, amend or calculate selected data			
		3.3	Plan and produce database reports from a multiple-table relational database			
		3.4	Select and use appropriate tools and techniques to format database reports			
		3.5	Check reports meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 119: Data Management Software

Unit reference number: F/502/4558

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic data management software tools and techniques to:

- enter straightforward or routine information using pre-set data-entry screens;
- retrieve information by running predefined methods; and
- produce reports using predefined menus or short cuts.
- The tools and techniques will be described as 'basic' because:
- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting data will be straightforward or routine.

The structure and functionality of the data management system will be predefined. Any aspects that are unfamiliar will require support and advice from others.

Data management software is often implemented on relational database systems by providing predefined file and record structures, processes, reports and data-entry screens. This unit is about the use of these predefined objects.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Enter, edit and maintain data records in a data management system	1.1	Identify the security procedures used to protect data			
		1.2	Enter data accurately into records to meet requirements			
		1.3	Locate and amend individual data records			
		1.4	Check data records meet needs, using IT tools and making corrections as necessary			
		1.5	Respond appropriately to data entry error messages			
		1.6	Follow local and/or legal guidelines for the storage and use of data where available			
2	Retrieve and display data records to meet requirements	2.1	Search for and retrieve information using predefined methods to meet given requirements			
		2.2	Identify which report to run to output the required information			
		2.3	Select and view specified reports to output information to meet given requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 219: Data Management Software

Unit reference number: J/502/4559

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use intermediate data management software tools and techniques to:

- enter information into data management systems that is at times non-routine or unfamiliar;
- retrieve information using multiple selection criteria; and
- produce customised reports from the system.

The data management system tools, functions and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

Any aspect that is unfamiliar may require support and advice from others.

Data management software is often implemented on relational database systems by providing predefined file and record structures, processes, reports and data-entry screens. This unit is about the use of these predefined objects.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Enter, edit and maintain data records in a data management system	1.1	Describe the risks to data security and procedures used for data protection			
		1.2	Enter data accurately into groups of records to meet requirements			
		1.3	Locate and amend data associated with groups of records			
		1.4	Check data records meet needs, using IT tools and making corrections as necessary			
		1.5	Respond appropriately to data entry and other error messages			
		1.6	Apply local and/or legal guidelines for the storage and use of data where available			
2	Retrieve and display data records to meet requirements	2.1	Identify what queries and reports need to be run to output the required information			
		2.2	Select and use queries to search for and retrieve information to meet given requirements			
		2.3	Create and view reports to output information from the system to meet given requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 319: Data Management Software

Unit reference number: A/502/4560

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use advanced data management software tools and techniques efficiently to:

- enter complex information;
- retrieve information using complex selection criteria;
- produce customised reports from the system; and
- set up menus or short cuts.

The data management system tools, functions and techniques will be described as 'advanced' because:

- the software tools and functions involved will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application.

Data management software is often implemented on relational database systems by providing predefined file and record structures, processes, reports and data-entry screens. This unit is about the use of these predefined objects.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Retrieve and display data records to meet requirements	2.1 Determine and explain what queries and reports need to be run to output the required information 2.2 Create and use queries to search for and retrieve information from the system 2.3 Create, define and set up reports to output information to meet requirements 2.4 Use the file handling techniques of the software to import and export data 2.5 Use available techniques to combine and link data			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 120: Design Software

Unit reference number: M/502/4572

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic design software tools and techniques appropriately to produce straightforward or routine designs. Any aspect that is unfamiliar will require support and advice from others.

Design software tools and techniques will be defined as 'basic' because:

- the range of inputting, manipulation and outputting techniques will be straightforward or routine;
- the software tools and functions involved will be predefined or commonly used;
- the type and structure of the task will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Obtain, insert and combine information for designs	1.1	Identify what designs are needed			
		1.2	Obtain, input and prepare designs to meet needs			
		1.3	Identify what generic copyright and other constraints apply to the use of designs			
		1.4	Combine information of different types or from different sources for designs			
		1.5	Identify the context in which the designs will be used			
		1.6	Identify which file format to use for saving and exchanging designs			
		1.7	Store and retrieve files effectively, in line with local guidelines and conventions where available			
2	Use design software tools to create, manipulate and edit designs	2.1	Use suitable tools and techniques to create designs			
		2.2	Use appropriate tools and techniques to manipulate and edit designs			
		2.3	Check designs meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 220: Design Software

Unit reference number: T/502/4573

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Design software tools and techniques at this level are described as 'intermediate' because:

- the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the user will take some responsibility for setting up or developing the type or structure of the document.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 320: Design Software

Unit reference number: A/502/4574

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced design software tools and techniques to complex and non-routine designs.

Design software tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 121: Imaging Software

Unit reference number: J/502/4612

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic imaging software tools and techniques appropriately to produce straightforward or routine images. Any aspect that is unfamiliar will require support and advice from others.

Imaging software tools and techniques will be described as 'basic' because:

- the range of inputting, manipulation and outputting techniques will be straightforward or routine;
- the software tools and functions involved will be predefined or commonly used;
- the type and structure of the task will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Obtain, insert and combine information for images	1.1	Identify what images are needed			
		1.2	Obtain, input and prepare images to meet needs			
		1.3	Identify what generic copyright and other constraints apply to the use of images			
		1.4	Combine information of different types or from different sources for images			
		1.5	Identify the context in which the images will be used			
		1.6	Identify which file format to use for saving and exchanging images			
		1.7	Store and retrieve files effectively, in line with local guidelines and conventions where available			
2	Use imaging software tools to create, manipulate and edit images	2.1	Use suitable tools and techniques to create images			
		2.2	Use appropriate tools and techniques to manipulate and edit images			
		2.3	Check images meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 221: Imaging Software

Unit reference number: L/502/4613

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Imaging software tools and techniques at this level are described as 'intermediate' because:

- the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the user will take some responsibility for setting up or developing the type or structure.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 321: Imaging Software

Unit reference number: R/502/4614

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced imaging software tools and techniques to create complex and non-routine images.

Imaging software tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 122: Drawing and Planning Software

Unit reference number: J/502/4609

Level: 1

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use basic tools and techniques to produce straightforward or routine drawings and plans. Any aspects that are unfamiliar will require support and advice.

2D drawing and planning software tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use tools and techniques to edit, manipulate, format and present drawings or plans	2.1	Identify what drafting guides to use so that the shapes and other elements are appropriately prepared			
		2.2	Use appropriate software tools to manipulate and edit shapes and other elements			
		2.3	Select and use appropriate software tools to format shapes and other elements			
		2.4	Check drawings and plans meet needs, using IT tools and making corrections as necessary			
		2.5	Use appropriate presentation methods and accepted page layouts			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 222: Drawing and Planning Software

Unit reference number: A/502/4610

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use intermediate tools and techniques to produce drawings and plans that are at times multi-step or non-routine. Any aspects that are unfamiliar may require support and advice.

2D drawing and planning software tools and techniques will be described as 'intermediate' because:

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 322: Drawing and Planning Software

Unit reference number: F/502/4611

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use advanced tools and techniques to produce complex and non-routine drawings and plans.

2D drawing and planning software tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 123: Desktop Publishing Software

Unit reference number: Y/502/4565

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others.

Publication tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and use appropriate designs and page layouts for publications	1.1	Identify what types of information are needed			
		1.2	Identify what page design and layout will be required			
		1.3	Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant			
		1.4	Select and use appropriate media for the publication			
2	Input and combine text and other information within publications	2.1	Input information into publications so that it is ready for editing and formatting			
		2.2	Identify copyright constraints on using others' information			
		2.3	Organise and combine information of different types or from different sources in line with any copyright constraints			
		2.4	Store and retrieve publication files effectively, in line with local guidelines and conventions where available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use desktop publishing software techniques to edit and format publications	3.1 Identify what editing and formatting to use for the publication 3.2 Select and use appropriate techniques to edit publications and format text 3.3 Manipulate images and graphic elements accurately 3.4 Control text flow within single and multiple columns and pages 3.5 Check publications meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 223: Desktop Publishing Software

Unit reference number: D/502/4566

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Publication tools and techniques will be described as 'intermediate' because:

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and use appropriate designs and page layouts for publications	1.1	Describe what types of information are needed			
		1.2	Describe how to change page design and layout to increase effectiveness of a publication			
		1.3	Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant			
		1.4	Select and use appropriate media for the publication			
2	Input and combine text and other information within publications	2.1	Find and input information into a publication so that it is ready for editing and formatting			
		2.2	Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software			
		2.3	Describe how copyright constraints affect use of own and others' information			
		2.4	Describe which file format to use for saving designs and images			
		2.5	Store and retrieve publication files effectively, in line with local guidelines and conventions where available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use desktop publishing software techniques to edit and format publications	3.1 Identify what editing and formatting to use for the publication 3.2 Select and use appropriate techniques to edit publications and format text 3.3 Manipulate images and graphic elements accurately 3.4 Control text flow within single and multiple columns and pages 3.5 Check publications meet needs, using IT tools and making corrections as necessary 3.6 Identify and respond to quality problems with publications to make sure they meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 323: Desktop Publishing Software

Unit reference number: H/502/4567

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced desktop publishing software tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Select and use appropriate designs and page layouts for publications	1.1	Explain what types of information are needed			
		1.2	Explain when and how to change page design and layout to increase effectiveness of a publication			
		1.3	Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant			
		1.4	Select and use appropriate media for the publication			
2	Input and combine text and other information within publications	2.1	Find and input information into a publication so that it is ready for editing and formatting			
		2.2	Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software			
		2.3	Provide guidance on how copyright constraints affect use of own and others' information			
		2.4	Explain which file format to use for saving designs and images			
		2.5	Store and retrieve publication files effectively, in line with local guidelines and conventions where available			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 124: Multimedia Software

Unit reference number: Y/502/4615

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

This unit is about the skills and knowledge required by an IT user to use a range of basic multimedia tools and techniques to produce straightforward or routine publications. Any aspect that is unfamiliar will require support and advice from others.

Publication tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan the content and organisation of multimedia products to meet needs	1.1 Use simple techniques to plan the content and organisation of multimedia products 1.2 Identify the type of multimedia outcome to meet requirements 1.3 Identify what is required in the specification 1.4 Identify copyright or other constraints for using others' information			
2 Obtain, input and combine content to build multimedia outcomes	2.1 Select and use an appropriate input device to enter content for multimedia outcomes 2.2 Combine information of different types or from different sources for multimedia outcomes 2.3 Identify the file format and storage media to use 2.4 Select and use appropriate software to write multimedia files 2.5 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use multimedia software tools to edit and format multimedia content to meet requirements	3.1	Select and use appropriate techniques to edit and format multimedia outcomes			
		3.2	Manipulate images and graphic elements accurately			
		3.3	Check multimedia outcomes meet needs, using IT tools and making corrections as necessary			
4	Play and present multimedia outcomes	4.1	Identify what display device to use for multimedia outcomes			
		4.2	Use appropriate techniques to navigate and display multimedia outcomes			
		4.3	Control the playback of multimedia files			
		4.4	Adjust display settings to meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 224: Multimedia Software

Unit reference number: D/502/4616

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate multimedia tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.

Publication tools and techniques will be described as 'intermediate' because:

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Plan the content and organisation of multimedia products to meet needs	1.1	Describe the type of multimedia outcome needed and the specification that it must meet			
		1.2	Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products			
		1.3	Identify how the different elements of the content will be sourced and how they will relate in the design layout			
		1.4	Plan the use of interactive features and transitions to meet needs			
		1.5	Describe how copyright and other constraints affect use of own and others' information			
2	Obtain, input and combine content to build multimedia outcomes	2.1	Select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes			
		2.2	Combine information of different types or from different sources for multimedia outcomes			
		2.3	Describe the file format and storage media to use			
		2.4	Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use multimedia software tools to edit and format multimedia content to meet requirements	3.1	Select and use appropriate techniques to edit and format multimedia outcomes			
		3.2	Manipulate images and graphic elements accurately			
		3.3	Check multimedia outcomes meet needs, using IT tools and making corrections as necessary			
		3.4	Adjust outcomes in response to any identified quality problems			
4	Play and present multimedia outcomes	4.1	Described what combination of display device and software to use for displaying different multimedia file formats			
		4.2	Select and use appropriate software for displaying multimedia outcomes			
		4.3	Select and use appropriate navigation techniques and playback controls to suit the files			
		4.4	Adjust the display settings of the software and display device to present outcomes effectively			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 324: Multimedia Software

Unit reference number: H/502/4617

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.

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

Publication tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Obtain, input and combine content to build multimedia outcomes	2.1	Select and use an appropriate combination of input device, software and input techniques to obtain and input the relevant content			
		2.2	Combine information of different types or from different sources for multimedia outcomes			
		2.3	Select and use appropriate software to write and compress multimedia files			
		2.4	Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available			
		2.5	Explain when and why to use different file formats and file compression for saving multimedia files			
3	Use tools and techniques to build and edit multimedia content	3.1	Select and use appropriate techniques to edit and format multimedia outcomes			
		3.2	Manipulate images and graphic elements accurately			
		3.3	Check multimedia outcomes meet needs, using IT tools and making corrections as necessary			
		3.4	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Play and present multimedia outcomes	4.1 Explain what combination of display device and software to use that will overcome any constraints there may be in displaying different multimedia file formats 4.2 Select and use appropriate software to optimise the display of multimedia outcomes and maximise impact 4.3 Select and adjust the display settings to exploit the features of the display device and optimise the quality of the presentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 125: Presentation Software

Unit reference number: K/502/4621

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

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

Presentation tools and techniques at this level are described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Input and combine text and other information within presentation slides	1.1	Identify what types of information are required for the presentation			
		1.2	Select and use different slide layouts as appropriate for different types of information			
		1.3	Enter information into presentation slides so that it is ready for editing and formatting			
		1.4	Identify any constraints which may affect the presentation			
		1.5	Combine information of different forms or from different sources for presentations			
		1.6	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available			
2	Use presentation software tools to structure, edit and format slides	2.1	Identify what slide structure to use			
		2.2	Select and use an appropriate template to structure slides			
		2.3	Select and use appropriate techniques to edit slides			
		2.4	Select and use appropriate techniques to format slides			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare slides for presentation to meet needs	3.1 Identify how to present slides to meet needs and communicate effectively 3.2 Prepare slides for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 225: Presentation Software

Unit reference number: M/502/4622

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing) and are at times non-routine or unfamiliar.

Any aspect that is unfamiliar may require support and advice from others.

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use presentation software tools to structure, edit and format slide sequences	2.1	Identify what slide structure and themes to use			
		2.2	Select, change and use appropriate templates for slides			
		2.3	Select and use appropriate techniques to edit slides and presentations to meet needs			
		2.4	Select and use appropriate techniques to format slides and presentations			
		2.5	Identify what presentation effects to use to enhance the presentation			
		2.6	Select and use animation and transition effects appropriately to enhance slide sequences			
3	Prepare slideshow for presentation	3.1	Describe how to present slides to meet needs and communicate effectively			
		3.2	Prepare slideshow for presentation			
		3.3	Check presentation meets needs, using IT tools and making corrections as necessary			
		3.4	Identify and respond to any quality problems with presentations to ensure that presentations meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 325: Presentation Software

Unit reference number: T/502/4623

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing, and are complex or non-routine.

Presentation tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use presentation software tools to structure, edit and format presentations	2.1 Explain when and how to use and change slide structure and themes to enhance presentations 2.2 Create, amend and use appropriate templates and themes for slides 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact 2.4 Select and use appropriate techniques to edit and format presentations to meet needs 2.5 Create and use interactive elements to enhance presentations 2.6 Select and use animation and transition techniques appropriately to enhance presentations			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 126: Project Management Software

Unit reference number: K/502/4618

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT User to use a range of basic project management software tools and techniques to input and edit straightforward or routine information about projects. Any aspect that is unfamiliar will require support and advice from others.

At this level project management tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined in templates or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information is in response to prompts and is directed by the project manager.

This unit is not about managing a project although these standards may also be applicable to the project manager.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Create and define a project	1.1	Identify the main components of the project management software			
		1.2	Identify the information about the project that must be included			
		1.3	Create a new project file using templates where appropriate			
		1.4	Store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable			
2	Enter and edit information about project tasks and resources	2.1	Identify types of tasks, milestones, deadlines and constraints			
		2.2	Enter and edit information about project tasks			
		2.3	Identify time and resources required for the project			
		2.4	Apply a task calendar for scheduling tasks			
		2.5	Enter and edit information about resources for use in the project			
		2.6	Mark any dependencies between tasks			
		2.7	Assign resources to tasks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Update information about project progress	3.1	Use editing and formatting techniques to update project elements			
		3.2	Update task status in line with progress			
		3.3	Update information about resources as required			
4	Select and use appropriate tools and techniques to display and report on project status	4.1	Use filtering and formatting techniques to display project information to meet needs			
		4.2	Select and generate project reports using pre-defined formats to meet needs			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 226: Project Management Software

Unit reference number: M/502/4619

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT User to select and use a wide range of intermediate project management software tools and techniques to input and edit information that is at times non-routine or unfamiliar in order to support the planning and management of projects.

Project management tools and techniques will be described as 'intermediate' because:

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

This unit is not about managing a project although these standards may also be applicable to the project manager.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Create and define a project	1.1	Identify the critical information about the project that must be included			
		1.2	Create, store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable			
		1.3	Define the project file properties and project options			
2	Enter and edit information about project tasks and resources	2.1	Identify the critical tasks and milestones to be completed			
		2.2	Enter and edit information about project tasks			
		2.3	Identify any deadlines and constraints which apply to the project			
		2.4	Identify issues of resource availability and utilisation			
		2.5	Create and apply a task calendar for scheduling tasks			
		2.6	Enter and edit information about resources for use in the project			
		2.7	Adjust templates for project information			
		2.8	Set up and edit dependencies between tasks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Update information about project progress	3.1	Describe the methods to update and report information about project progress			
		3.2	Use editing and formatting techniques to update project elements			
		3.3	Update task status in line with progress			
		3.4	Update information about resources as required			
		3.5	Compare actual progress with project baseline and reschedule uncompleted tasks			
		3.6	Identify any risks and issues that may have an impact on the project			
4	Select and use appropriate tools and techniques to display and report on project status	4.1	Select and create project reports to meet needs			
		4.2	Use filtering and formatting techniques to display project information to meet needs			
		4.3	Share project information with other applications			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 326: Project Management Software

Unit reference number: H/502/4620

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge required by an IT User to select and use a wide range of advanced project management software tools and techniques to input and modify complex information to support the planning and management of multiple projects.

Project management tools and techniques at this level will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require the user to search for and apply a solution or alternative approach by exploring technical support, or self-teaching;
- approaches to the inputting, manipulating and outputting of information will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and managing the information within the software package.

This unit is not about managing a project although these standards may also be applicable to the project manager.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Create and define a project	1.1	Explain the critical information about the project that must be included			
		1.2	Create, store and retrieve project management files in line with local guidelines where applicable			
		1.3	Define the project file properties and project options			
		1.4	Create master and sub-projects			
		1.5	Create links across projects and manage changes to linked tasks			
2	Enter and edit information about project tasks and resources	2.1	Identify the critical tasks and milestones to be completed			
		2.2	Explain how to set up any deadlines and constraints which apply to the project			
		2.3	Enter and edit information about project tasks			
		2.4	Explain how to resolve issues of resource availability and utilisation			
		2.5	Enter and edit information about resources to be used in the project			
		2.6	Create and apply a task calendar for scheduling tasks			
		2.7	Identify and resolve any issues of resource allocation			
		2.8	Define and set up dependencies between tasks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Update information about project progress	3.1	Explain the methods available to track project progress and review against plans			
		3.2	Use editing and formatting techniques to update project elements			
		3.3	Update task status in line with progress			
		3.4	Update information about resources as required			
		3.5	Compare actual progress with project baseline and reschedule uncompleted tasks			
		3.6	Identify and assess the impact of risks and issues on the project			
		3.7	Manage information on project risks and issues			
4	Select and use appropriate tools and techniques to display and report on project status	4.1	Create and customise project reports to meet needs			
		4.2	Use filtering and formatting techniques to display project information to meet needs			
		4.3	Share project information with other applications			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 127: Spreadsheet Software

Unit reference number: A/502/4624

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from others.

Spreadsheet software tools and techniques will be described as 'basic' because:

- the range of data entry, manipulation, formatting and outputting techniques are straightforward;
- the tools, formulas and functions involved will be predetermined or commonly used (for example, sum, divide, multiply, take away and fractions); and
- the structure and functionality of the spreadsheet will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs			
		1.2	Enter and edit numerical and other data accurately			
		1.3	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available			
2	Use appropriate formulas and tools to summarise and display spreadsheet information	2.1	Identify how to summarise and display the required information			
		2.2	Use functions and formulas to meet calculation requirements			
		2.3	Use spreadsheet tools and techniques to summarise and display information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Select and use appropriate tools and techniques to present spreadsheet information effectively	3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns 3.2 Identify which chart or graph type to use to display information 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs 3.4 Select and use appropriate page layout to present and print spreadsheet information 3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 227: Spreadsheet Software

Unit reference number: F/502/4625

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

Spreadsheet software tools and techniques will be described as 'Intermediate' because:

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured			
		1.2	Enter and edit numerical and other data accurately			
		1.3	Combine and link data across worksheets			
		1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available			
2	Select and use appropriate formulas and data analysis tools to meet requirements	2.1	Identify which tools and techniques to use to analyse and manipulate data to meet requirements			
		2.2	Select and use a range of appropriate functions and formulas to meet calculation requirements			
		2.3	Use a range of tools and techniques to analyse and manipulate data to meet requirements			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 327: Spreadsheet Software

Unit reference number: J/502/4626

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets.

Spreadsheet software tools and techniques will be described as 'advanced' because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine;
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and
- the user will take full responsibility for setting up and developing the functionality of the spreadsheet.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured			
		1.2	Enter and edit numerical and other data accurately			
		1.3	Combine and link data from different sources			
		1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available			
2	Select and use appropriate formulas and data analysis tools and techniques to meet requirements	2.1	Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them			
		2.2	Select and use a wide range of appropriate functions and formulas to meet calculation requirements			
		2.3	Select and use a range of tools and techniques to analyse and interpret data to meet requirements			
		2.4	Select and use forecasting tools and techniques			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 128: Website Software

Unit reference number: L/502/4630

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT user to use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar will require support and advice from others.

Website software tools and techniques will be described as 'basic' because:

- the software tools and functions involved will be predefined or commonly used;
- the range of inputting, manipulation and outputting techniques are straightforward or routine; and
- the template used for the content will be predetermined or familiar.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use website software tools to structure and format web pages	2.1	Identify what editing and formatting to use to aid both clarity and navigation			
		2.2	Select and use website features to help the user navigate simple websites			
		2.3	Use appropriate editing and formatting techniques			
		2.4	Check web pages meet needs, using IT tools and making corrections as necessary			
3	Publish web pages to the Internet or an intranet	3.1	Upload content to a website			
		3.2	Respond appropriately to common problems when testing a web page			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 228: Website Software

Unit reference number: R/502/4631

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites. Any aspect that is unfamiliar may require support and advice from others.

Website software tools and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar;
- the choice and use of development techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use website software tools to prepare content for websites	2.1	Prepare content for web pages so that it is ready for editing and formatting			
		2.2	Organise and combine information needed for web pages including across different software			
		2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation			
		2.4	Select and use appropriate development techniques to link information across pages			
		2.5	Change the file formats appropriately for content			
		2.6	Check web pages meet needs, using IT tools and making corrections as necessary			
3	Publish websites	3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned			
		3.2	Identify any quality problems with websites and how to respond to them			
		3.3	Select and use an appropriate programme to upload and publish the website			
		3.4	Respond appropriately to problems with multiple page websites			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 328: Website Software

Unit reference number: Y/502/4632

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features.

Website software techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the development techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1	Prepare content for web pages so that it is ready for editing and formatting			
		2.2	Organise and combine information needed for web pages in line with any copyright constraints, including across different software			
		2.3	Select and use appropriate editing and formatting techniques to aid meaning			
		2.4	Select and use appropriate programming and development techniques to add features and enhance websites			
		2.5	Select and use file formats that make information easier to download			
		2.6	Check web pages meet needs, using IT tools and making corrections as necessary			
3	Publish and test multiple page websites with multimedia and interactive features	3.1	Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned			
		3.2	Identify any quality problems with websites and explain how to respond to them			
		3.3	Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently			
		3.4	Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 129: Word Processing Software

Unit reference number: L/502/4627

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge required by an IT User to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.

Word processing tools and techniques will described as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Enter, edit and combine text and other information accurately within word processing documents	1.1	Identify what types of information are needed in documents			
		1.2	Identify what templates are available and when to use them			
		1.3	Use keyboard or other input method to enter or insert text and other information			
		1.4	Combine information of different types or from different sources into a document			
		1.5	Enter information into existing tables, forms and templates			
		1.6	Use editing tools to amend document content			
		1.7	Store and retrieve document files effectively, in line with local guidelines and conventions where available			
2	Structure information within word processing documents	2.1	Create and modify tables to organise tabular or numeric information			
		2.2	Select and apply heading styles to text			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use word processing software tools to format and present documents	3.1 Identify what formatting to use to enhance presentation of the document 3.2 Select and use appropriate techniques to format characters and paragraphs 3.3 Select and use appropriate page layout to present and print documents 3.4 Check documents meet needs, using IT tools and making corrections as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 229: Word Processing Software

Unit reference number: R/502/4628

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Create and modify layout and structures for word processing documents	2.1	Identify the document requirements for structure and style			
		2.2	Identify what templates and styles are available and when to use them			
		2.3	Create and modify columns, tables and forms to organise information			
		2.4	Select and apply styles to text			
3	Use word processing software tools to format and present documents effectively to meet requirements	3.1	Identify how the document should be formatted to aid meaning			
		3.2	Select and use appropriate techniques to format characters and paragraphs			
		3.3	Select and use appropriate page and section layouts to present and print documents			
		3.4	Describe any quality problems with documents			
		3.5	Check documents meet needs, using IT tools and making corrections as necessary			
		3.6	Respond appropriately to quality problems with documents so that outcomes meet needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 329: Word Processing Software

Unit reference number: Y/502/4629

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents.

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

- the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and
- the user will take full responsibility for the inputting, manipulating and outputting of the information.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Create and modify appropriate layouts, structures and styles for word processing documents	2.1	Analyse and explain the requirements for structure and style			
		2.2	Create, use and modify columns, tables and forms to organise information			
		2.3	Define and modify styles for document elements			
		2.4	Select and use tools and techniques to organise and structure long documents			
3	Use word processing software tools and techniques to format and present documents effectively to meet requirements	3.1	Explain how the information should be formatted to aid meaning			
		3.2	Select and use appropriate techniques to format characters and paragraphs			
		3.3	Select and use appropriate page and section layouts to present and print multi-page and multi-section documents			
		3.4	Check documents meet needs, using IT tools and making corrections as necessary			
		3.5	Evaluate the quality of the documents produced to ensure they are fit for purpose			
		3.6	Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

e-Skills UK
1 Castle Lane
London
SW1E 6DR

Telephone: 020 7963 8920
Fax: 020 7592 9138
Email: info@e-skills.com
Website: http://itq.e-skills.com

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Restrictions on learner entry

The Pearson BTEC Level 3 Award, Certificate and Diploma for IT Users (ITQ) qualifications are accredited for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

December 2017

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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