

# **SPECIFICATION**

**IAO LEVEL 3 AWARD IN IT USER SKILLS (ITQ)**

**QUALIFICATION NUMBER: 600/7556/9**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 600/7556/9

**Qualification review date** 31.07.2024

**Guided Learning Hours (GLH)** 85

**Total Qualification Time (TQT)** 120

**RQF level** 3

**Qualification credit value** 12 credits

**Minimum credits at/above level** 12 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

**Aims and objectives of the qualification**

The Level 3 Award in IT User Skills (ITQ) aims to meet the needs of learners who are working or want to work with an IT or ICT role across a number of industries. This qualification provides learners with the opportunity to develop their IT skills for personal use or in preparation for employment or career progression.

**Entry guidance**

There are no formal entry requirements for this qualification.

This qualification is suitable for those who are looking or wish to work in an IT role. It provides learners with an opportunity to demonstrate their competence and knowledge within an IT environment.

**Progression opportunities**

Learners who achieve this qualification could progress to further qualifications in the IAO IT User Skills suite at Level 3 or sector specific qualifications such as:

Level 2 Certificate in Principles of Business and Administration  
 Level 3 Diploma in Business and Administration  
 Level 2 Certificate in Principles of Customer Service

**Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## The Regulated Qualifications Framework (RQF)

### What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## ITQ Assessment Strategy (England)

This section sets out the ITQ assessment strategy appropriate for England

### Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

- 1 Flexibility of approach in response to sector, employer and learner needs:
  - for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
  - for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
  - for learners – to ensure they are equipped with the appropriate skills to support their personal or career development
- 2 Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:
  - size – from taster courses and bite-sized units to full-time programmes of study level of complexity – from Entry Level to Level 3
  - content – incorporating a range of options for different IT systems and applications
- 3 Flexibility of assessment method as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:
  - electronic testing using simulation, tests and tasks
  - portfolio-based evidence demonstrating the application of skills, knowledge and understanding

Currently four progression pathways have been defined for FLT in England.

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

### **Scope of the assessment strategy**

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned).

### **Choice of assessment method**

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. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of the activity, task, problem or question and the context in which it is set; the information input and output type and structure involved; and the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in Annex A:

### **Mandatory unit assessment**

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work.

## **Progression**

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

## **Assessment roles**

### **Assessors, internal and external moderators/verifiers**

The new ITQs are not NVQs; therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development. e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

## Annex A

### Guidance on assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body

### e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools. Where e-assessment is used, it must be ensured that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable

## Scenario based assessment

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context

## Portfolio assessment

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
- enterprise activities (e.g. business plans, budgets and marketing materials);
- voluntary activities (e.g. cash flows, programmes and newsletters); or
- learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations). By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or 'witness statement' (see below).

The use of electronic portfolio management tools is encouraged.

## Witness statements

A 'witness' is someone who provides a written statement about the quality and authenticity of a candidate's work for assessment purposes. To make a statement the witness must have first-hand experience of the candidate's performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate's organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate's competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements; and
- of working within organisational guidelines

## **QUALIFICATION STRUCTURE**

To achieve the IAO Level 3 Award in IT User Skills (ITQ) learners will need to achieve a minimum of 12 credits. The credit total will be made up from: A minimum of 12 credits from the optional units, of which 8 must be at Level 3 or above.

The total Guided Learning Hours (GLH) for this qualification is 85 to 95 hours.

### **Unit Structures**

All units are listed below.

## Units

| Unit ref   | Unit title                       | Level | Credit value | GLH |
|------------|----------------------------------|-------|--------------|-----|
| K/502/4389 | Audio Software                   | 1     | 2            | 15  |
| D/502/4390 | Audio software                   | 2     | 3            | 20  |
| H/502/4391 | Audio software                   | 3     | 4            | 30  |
| A/502/4395 | Bespoke software                 | 1     | 2            | 15  |
| F/502/4396 | Bespoke software                 | 2     | 3            | 20  |
| J/502/4397 | Bespoke software                 | 3     | 4            | 30  |
| F/502/4401 | Computerised accounting software | 1     | 2            | 15  |
| J/502/4402 | Computerised accounting software | 2     | 3            | 20  |
| L/502/4403 | Computerised accounting software | 3     | 5            | 35  |
| Y/502/4291 | IT communication fundamentals    | 1     | 2            | 15  |
| D/502/4292 | IT communication fundamentals    | 2     | 2            | 15  |
| A/502/4378 | Using collaborative technologies | 1     | 3            | 20  |
| F/502/4379 | Using collaborative technologies | 2     | 4            | 30  |
| T/502/4380 | Using collaborative technologies | 3     | 6            | 45  |
| H/502/4553 | Database software                | 1     | 3            | 20  |
| M/502/4555 | Database software                | 2     | 4            | 30  |
| T/502/4556 | Database software                | 3     | 6            | 45  |
| F/502/4558 | Data management software         | 1     | 2            | 15  |
| J/502/4559 | Data management software         | 2     | 3            | 20  |
| A/502/4560 | Data management software         | 3     | 4            | 30  |
| Y/502/4565 | Desktop publishing software      | 1     | 3            | 20  |
| D/502/4566 | Desktop publishing software      | 2     | 4            | 30  |
| H/502/4567 | Desktop publishing software      | 3     | 5            | 40  |
| J/502/4609 | Drawing and planning software    | 1     | 2            | 15  |
| A/502/4610 | Drawing and planning software    | 2     | 3            | 20  |
| F/502/4611 | Drawing and planning software    | 3     | 4            | 30  |

| Unit ref   | Unit title                      | Level | Credit value | GLH |
|------------|---------------------------------|-------|--------------|-----|
| M/502/4572 | Design software                 | 1     | 3            | 20  |
| T/502/4573 | Design software                 | 2     | 4            | 30  |
| A/502/4574 | Design software                 | 3     | 5            | 40  |
| J/502/4299 | Using email                     | 1     | 2            | 15  |
| M/502/4300 | Using email                     | 2     | 3            | 20  |
| T/502/4301 | Using email                     | 3     | 3            | 20  |
| J/502/4612 | Imaging software                | 1     | 3            | 20  |
| L/502/4613 | Imaging software                | 2     | 4            | 30  |
| R/502/4614 | Imaging software                | 3     | 5            | 40  |
| T/502/4296 | Using the internet              | 1     | 3            | 20  |
| A/502/4297 | Using the internet              | 2     | 4            | 30  |
| F/502/4298 | Using the internet              | 3     | 5            | 40  |
| T/502/4153 | Improving productivity using IT | 1     | 3            | 20  |
| J/502/4156 | Improving productivity using IT | 2     | 4            | 30  |
| L/502/4157 | Improving productivity using IT | 3     | 5            | 40  |
| R/502/4256 | IT security for users           | 1     | 1            | 10  |
| Y/502/4257 | IT security for users           | 2     | 2            | 15  |
| D/502/4258 | IT security for users           | 3     | 3            | 20  |
| H/502/4374 | Using mobile IT devices         | 1     | 2            | 15  |
| K/502/4375 | Using mobile IT devices         | 2     | 2            | 15  |
| Y/502/4615 | Multimedia software             | 1     | 3            | 20  |
| D/502/4616 | Multimedia software             | 2     | 4            | 30  |
| H/502/4617 | Multimedia software             | 3     | 6            | 45  |
| D/502/4244 | Optimise IT system performance  | 1     | 2            | 15  |
| H/502/4245 | Optimise IT system performance  | 2     | 4            | 30  |
| K/502/4246 | Optimise IT system performance  | 3     | 5            | 40  |
| K/502/4618 | Project management software     | 1     | 3            | 20  |
| M/502/4619 | Project management software     | 2     | 4            | 30  |
| H/502/4620 | Project management software     | 3     | 5            | 40  |

| Unit ref   | Unit title                   | Level | Credit value | GLH |
|------------|------------------------------|-------|--------------|-----|
| K/502/4621 | Presentation software        | 1     | 3            | 20  |
| M/502/4622 | Presentation software        | 2     | 4            | 30  |
| T/502/4623 | Presentation software        | 3     | 6            | 45  |
| H/502/9154 | Internet safety for IT users | 1     | 3            | 20  |
| L/502/4384 | IT software fundamentals     | 1     | 3            | 20  |
| R/502/4385 | IT software fundamentals     | 2     | 3            | 20  |
| Y/502/4209 | Set up an IT system          | 1     | 3            | 20  |
| L/502/4210 | Set up an IT system          | 2     | 4            | 30  |
| R/502/4211 | Set up an IT system          | 3     | 5            | 40  |
| L/502/4398 | Specialist software          | 1     | 2            | 15  |
| R/502/4399 | Specialist software          | 2     | 3            | 20  |
| A/502/4400 | Specialist software          | 3     | 4            | 30  |
| A/502/4624 | Spreadsheet software         | 1     | 3            | 20  |
| F/502/4625 | Spreadsheet software         | 2     | 4            | 30  |
| J/502/4626 | Spreadsheet software         | 3     | 6            | 45  |
| L/502/4627 | Word processing software     | 1     | 3            | 20  |
| R/502/4628 | Word processing software     | 2     | 4            | 30  |
| Y/502/4629 | Word processing software     | 3     | 6            | 45  |
| L/502/4630 | Website software             | 1     | 3            | 20  |
| R/502/4631 | Website software             | 2     | 4            | 30  |
| Y/502/4632 | Website software             | 3     | 5            | 40  |

## Barred units

| Unit  | Barred against   |
|---|--|
| K/502/4389 Audio software                   | D/502/4390 Audio software<br>H/502/4391 Audio software                                     |
| A/502/4395 Bespoke software                 | F/502/4396 Bespoke software<br>J/502/4397 Bespoke software                                 |
| F/502/4401 Computerised accounting software | J/502/4402 Computerised accounting software<br>L/502/4403 Computerised accounting software |
| Y/502/4291 IT communication fundamentals    | D/502/4292 IT communication fundamentals   |
| H/502/4553 Database software                | M/502/4555 Database software<br>T/502/4556 Database software                               |
| F/502/4558 Data management software         | J/502/4559 Data management software<br>A/502/4560 Data management software                 |
| A/502/4378 Using collaborative technologies | F/502/4379 Using collaborative technologies<br>T/502/4380 Using collaborative technologies |
| Y/502/4565 Desktop publishing software      | D/502/4566 Desktop publishing software<br>H/502/4567 Desktop publishing software           |
| J/502/4609 Drawing and planning software    | A/502/4610 Drawing and planning software<br>F/502/4611 Drawing and planning software       |
| M/502/4572 Design software                  | T/502/4573 Design software<br>A/502/4574 Design software                                   |
| J/502/4299 Using email                      | M/502/4300 Using email<br>T/502/4301 Using email   |
| J/502/4612 Imaging software                 | L/502/4613 Imaging software<br>R/502/4614 Imaging software                                 |
| T/502/4296 Using the internet               | A/502/4297 Using the internet<br>F/502/4298 Using the internet                             |
| R/502/4256 IT security for users            | Y/502/4257 IT security for users<br>D/502/4258 IT security for users                       |
| H/502/4374 Using mobile IT devices          | K/502/4375 Using mobile IT devices   |
| Y/502/4615 Multimedia software              | D/502/4616 Multimedia software<br>H/502/4617 Multimedia software                           |
| D/502/4244 Optimise IT system performance   | H/502/4245 Optimise IT system performance<br>K/502/4246 Optimise IT system performance     |
| K/502/4618 Project management software      | M/502/4619 Project management software<br>H/502/4620 Project management software           |
| K/502/4621 Presentation software            | M/502/4622 Presentation software<br>T/502/4623 Presentation software                       |
| L/502/4384 IT software fundamentals         | R/502/4385 IT software fundamentals  |
| Y/502/4209 Set up an IT system              | L/502/4210 Set up an IT system<br>R/502/4211 Set up an IT system                           |
| L/502/4398 Specialist software              | R/502/4399 Specialist software<br>A/502/4400 Specialist software                           |
| A/502/4624 Spreadsheet software             | F/502/4625 Spreadsheet software<br>J/502/4626 Spreadsheet software                         |
| T/502/4153 Improving productivity using IT  | J/502/4156 Improving productivity using IT<br>L/502/4157 Improving productivity using IT   |
| L/502/4627 Word processing software         | R/502/4628 Word processing software<br>Y/502/4629 Word processing software                 |

L/502/4630 Website software

R/502/4631 Website software  
Y/502/4632 Website software

|   |  |
|---|--|
| <b>Title:</b>   | <b>K/502/4389 Audio Software</b>   |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>                                      | <b>2</b>   |
| <b>GLH:</b>   | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>      | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Use audio hardware and software to capture sequences   | 1.1 Identify the input device and associated software to use<br>1.2 Use input devices and built-in audio software to record information to meet needs<br>1.3 Identify the file format used by the input device<br>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<br>2.2 Cut and paste short sequences to meet needs<br>2.3 Combine information of different forms or from different sources, in line with any copyright constraints<br>2.4 Identify copyright constraints on using others' information                                     |
| 3. Play and present audio sequences                       | 3.1 Identify appropriate playback software to use for the sequence<br>3.2 Identify the display device to use for the sequence<br>3.3 Select and use appropriate combination of software and display device to playback audio sequences<br>3.4 Adjust playback and display settings so that sequences are presented to meet needs             |

| <b>Additional information</b>   |  |
|---|--|
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to record and edit audio sequences.</p> <p>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.</p> <p>Audio software tools and techniques will be defined as ‘basic’ because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will be pre-defined or commonly used;</li> <li>&gt; the range of inputting, manipulation and outputting techniques are straightforward or routine; and</li> <li>&gt; the document type and structure will be predetermined or familiar</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

|  |   |
|--|---|
| <b>Title:</b>  | <b>D/502/4390 Audio Software</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Select and use an appropriate combination of input device and audio software to record sequences<br>1.3 Describe the impact file size and file format will have on saving sequences<br>1.4 Identify when to use different types of information coding and compression<br>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<br>2.2 Select and use appropriate audio software tools to mark-up and edit sequences<br>2.3 Organise and combine information for sequences in line with any copyright constraints, including across different software<br>2.4 Describe how copyright constraints affect use of own and others' information   |
| 3. Play and present audio sequences                                      | 3.1 Describe the features and constraints of playback software and display devices  |

|  |  |
|--|--|
|  | <p>3.2 Select and use an appropriate combination of audio playback software and display device to suit the file format</p> <p>3.3 Identify the settings which could be adjusted to improve the quality of presentations</p> <p>3.4 Adjust playback and display settings to enhance the quality of the presentation</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed to record and edit audio sequences.</p> <p>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.</p> <p>Audio software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>H/502/4391 Audio Software</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>         | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Use audio hardware and software to capture sequences      | <p>1.1 Determine the content needed for sequences, and when to originate it</p> <p>1.2 Explain any compatibility issues between combinations of input device and audio software</p> <p>1.3 Select and use an appropriate combination of input device and audio software to optimise the recording of information</p> <p>1.4 Select and use an appropriate combination of hardware and software to originate and develop new content for sequences</p> <p>1.5 Analyse and explain the impact file size and file format will have, including when to use information coding and compression</p> <p>1.6 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available</p> |
| 2. Use audio software tools and techniques to edit sequences | <p>2.1 Select and use appropriate audio software tools and techniques to mark-up and edit sequences to achieve required effects</p> <p>2.2 Provide guidance on how copyright constraints affect use of own and others' information</p> <p>2.3 Organise, combine and link information for sequences in line with any copyright</p>   |

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|  | constraints, including across different software  |
| 3. Play and present audio sequences  | <p>3.1 Explain the features and constraints of playback software and display devices as appropriate for different purposes</p> <p>3.2 Select and use an appropriate combination of audio playback software and display device to suit the file format</p> <p>3.3 Present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs</p> <p>3.4 Evaluate the quality of sequences and explain how to respond to quality issues and problems</p>  |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | <p>This is the ability to use a software application designed to record and edit audio sequences.</p> <p>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.</p> <p>Audio software tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i> | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |

*Details of the relationship of the unit and relevant national occupational standards*

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

See <http://nos.e-skills.com> for examples of content and context applicable to this unit

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| <b>Title:</b>  | <b>A/502/4395 Bespoke Software</b>   |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>GLH:</b>  | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                         | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Organise and combine information of different forms or from different sources<br>1.3 Follow local and/or legal guidelines for the storage and use of data where available<br>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<br>2.2 Check information meets needs, using IT tools and making corrections as appropriate<br>2.3 Use appropriate presentation methods and accepted layouts  |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | <p>This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.</p> <p>This unit is about the skills and knowledge needed by an IT User to use basic bespoke software tools and techniques appropriately</p> |

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|  | <p>for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Bespoke software tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will be pre-defined or commonly used;</li> <li>&gt; the range of inputting, manipulation and outputting techniques are straightforward or routine; and</li> <li>&gt; the data type and structure will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>F/502/4396 Bespoke Software</b>   |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Input and combine information using bespoke applications                         | 1.1 Input relevant information accurately so that it is ready for processing<br>1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software<br>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<br>2.2 Select and use appropriate structures and/or layouts to organise information<br>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<br>3.2 Check information meets needs, using IT tools and making corrections as necessary<br>3.3 Select and use appropriate methods to present information                                |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes  |

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|  | <p>understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.</p> <p>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.</p> <p>Bespoke software tools and techniques will be defined as ‘intermediate’ because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>J/502/4397 Bespoke software</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Input and combine information using bespoke software                                      | 1.1 Input relevant information accurately so that it is ready for processing<br><br>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<br><br>2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently<br><br>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<br><br>3.2 Check information meets needs, using IT tools and making corrections as necessary<br><br>3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs<br><br>3.4 Select and use presentation methods to aid clarity and meaning |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes   |

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|  | <p>understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.</p> <p>This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced of bespoke software tools and techniques for complex or non-routine information.</p> <p>Bespoke software tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>F/502/4401 Computerised accounting software</b>   |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>GLH:</b>  | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Access, enter and edit accounting information                         | 1.1 Identify the sources and characteristics of accounting data<br>1.2 Enter accounting data accurately into records to meet requirements<br>1.3 Locate and display accounting data records to meet requirements<br>1.4 Check data records meet needs using IT tools, making corrections as necessary<br>1.5 Identify the risks to data security and procedures used for data protection<br>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<br>2.2 Review the transaction process and identify any errors<br>2.3 Respond appropriately to any transaction errors and problems   |
| 3. Produce accounting documents and summary reports to meet requirements | 3.1 Identify what information is required and how to present it<br>3.2 Generate accounting documents as required<br>3.3 Generate management reports as required  |
| <b>Additional information</b>  |  |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to select and use a computerised accounting or bookkeeping software application to input and process data for orders and invoices, receipts and payments and prepare management and period end reports.</p> <p>This unit is about using basic accounting software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Accounting software tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will be pre-defined or commonly used;</li> <li>&gt; the range of inputting, manipulation and outputting techniques are straightforward or routine; and</li> <li>&gt; the document type and structure will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>J/502/4402 Computerised accounting software</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Access, enter and edit accounting information                         | 1.1 Describe the sources and characteristics of accounting data<br>1.2 Set up and create new accounting data records accurately to meet requirements<br>1.3 Locate and display accounting data records to meet requirements<br>1.4 Check data records meet needs using IT tools, making corrections as necessary<br>1.5 Respond appropriately to data entry error messages<br>1.6 Describe the risks to data security and procedures used for data protection<br>1.7 Apply local and/or legal guidelines for the storage and use of data |
| 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<br>2.2 Review transaction process and identify any errors<br>2.3 Respond appropriately to any transaction errors and problems<br>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<br>3.2 Prepare and generate accounting documents   |

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|   | <p>3.3 Prepare and generate management reports as required</p> <p>3.4 Import and export data and link to other systems and software</p>   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to select and use a computerised accounting or bookkeeping software application to input and process data for orders and invoices, receipts and payments and prepare management and period end reports.</p> <p>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.</p> <p>Accounting software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>L/502/4403 Computerised accounting software</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>                                    | <b>5</b>   |
| <b>GLH:</b>   | <b>35</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>    | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Access, enter and edit accounting information        | 1.1 Set up procedures for entry of accounting data accurately into records to meet requirements<br>1.2 Explain how to code new entries<br>1.3 Locate and display accounting data records to meet requirements<br>1.4 Check data records meet needs using IT tools, making corrections as necessary<br>1.5 Explain the risks to data security and procedures used for data protection<br>1.6 Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available<br>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<br>2.2 Use software tools to monitor accounts<br>2.3 Respond appropriately to any transaction errors and problems<br>2.4 Process period and year end routines  |
| 3. Develop and interpret management information reports | 3.1 Explain what information is required and how to present it<br>3.2 Generate and interpret management reports as required  |

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|   | <p>3.3 Customise and format accounting documents and reports according to requirements</p> <p>3.4 Import and export data and link to other systems</p>   |
| 4. Set up a computerised accounting system ready for use                                    | <p>4.1 Install and update accounting software as required</p> <p>4.2 Configure accounting software for use</p> <p>4.3 Set up package parameters</p> <p>4.4 Set up initial account balances</p>   |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to select and use a computerised accounting or bookkeeping software application to input and process data for orders and invoices, receipts and payments and prepare management and period end reports.</p> <p>This unit is about selecting and using a range of advanced of accounting software tools and techniques for complex or non-routine information.</p> <p>Accounting software tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, manipulating and outputting the information and support the work of others</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)  |

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|  | See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |
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| <b>Title:</b>   | <b>Y/502/4291 IT Communication Fundamentals</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Identify different features of information<br>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<br>2.2 Use appropriate search techniques to locate and select relevant information<br>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<br>3.2 Use IT tools to maintain an address book and schedule activities   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to access, search for and retrieve information using browser software from the Internet and or intranets and exchange information using e-mail or IT-based communication systems.</p> <p>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</p> |

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|  | <p>activities. Any aspect that is unfamiliar will require support and advice from others.</p> <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure);</li> <li>&gt; the input and output of information will be predetermined by the person supervising the task; and</li> <li>&gt; the techniques used will be familiar or commonly undertaken</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>D/502/4292 IT Communication Fundamentals</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Describe different features of information<br>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<br>2.2 Use appropriate search techniques to locate relevant information<br>2.3 Use discrimination to select information that matches requirements and is fit for purpose<br>2.4 Evaluate information to make sure it matches requirements and is fit for purpose   |
| 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<br>3.2 Use IT tools to manage an address book and schedule activities<br>3.3 Manage storage of IT-based communications<br>3.4 Describe how to respond to common IT-based communication problems<br>3.5 Respond appropriately to common IT-based communication problems |

| <b>Additional information</b>   |   |
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| <i>Unit aim (s)</i>   | <p>This is the ability to access, search for and retrieve information using browser software from the Internet and or intranets and exchange information using e-mail or IT-based communication systems.</p> <p>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.</p> <p>An activity will typically be ‘non-routine or unfamiliar’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for developing the input or output of information; and</li> <li>&gt; the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>A/502/4378 Using collaborative technologies</b>  |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Stay safe and secure when using collaborative technology         | 1.1 Follow guidelines for working with collaborative technology<br>1.2 Identify risks in using collaborative technology and why it is important to avoid them<br>1.3 Carry out straightforward checks on others' online identities and different types of information<br>1.4 Identify when and how to report online safety and security issues<br>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<br>2.2 Identify the purpose for using collaborative technologies and expected outcomes<br>2.3 Identify which collaborative technology tools and devices to use for different communication media<br>2.4 Identify what terms and conditions apply to using collaborative technologies                         |
| 3. Prepare collaborative technologies for use                       | 3.1 Use given details to access collaborative technologies needed for a collaborative task<br>3.2 Adjust basic settings on collaborative technologies<br>3.3 Change the environment of collaborative technologies   |

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|   | <p>3.4 Set up and use a data reader to feed information</p> <p>3.5 Identify what and why permissions are set to allow others to access information</p>   |
| 4. Contribute to tasks using collaborative technologies                                     | <p>4.1 Contribute responsibly and actively to collaborative working</p> <p>4.2 Contribute to producing and archiving the agreed outcome of collaborative working</p> <p>4.3 Identify when there is a problem with collaborative technologies and where to get help</p> <p>4.4 Respond to simple problems with collaborative technologies</p>   |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use IT tools and devices for collaborative working and communications, 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.</p> <p>This unit is about the skills and knowledge to safely use IT tools and devices to work collaboratively by:</p> <ul style="list-style-type: none"> <li>&gt; preparing and accessing IT tools and devices;</li> <li>&gt; playing a responsible and active role in real-time communication; and</li> <li>&gt; contributing relevant information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>F/502/4379 Using collaborative technologies</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>GLH:</b>  | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>               | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Explain what risks there may be in using collaborative technology and how to keep them to a minimum<br>1.3 Use appropriate methods to promote trust when working collaboratively<br>1.4 Carry out appropriate checks on others' online identities and different types of information<br>1.5 Identify and respond to inappropriate content and behaviour  |
| 2. Plan and set up IT tools and devices for collaborative working  | 2.1 Describe the purposes for using collaborative technologies<br>2.2 Describe what outcomes are needed from collaborative working and whether or not archiving is required<br>2.3 Describe the roles, IT tools and facilities needed for collaborative tasks and communication media<br>2.4 Describe the features, benefits and limitations of different collaborative technology tools and devices<br>2.5 Describe the compatibility issues in different combinations of collaborative tools and devices<br>2.6 Select an appropriate combination of IT tools and devices to carry out collaborative tasks |

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|   | 2.7 Connect and configure the combination of IT tools and devices needed for a collaborative task  |
| 3. Prepare collaborative technologies for use           | <p>3.1 Describe what access rights and issues others may have in using collaborative technologies</p> <p>3.2 Assess what permissions are needed for different users and content</p> <p>3.3 Set up and use access rights to enable others to access information</p> <p>3.4 Set up and use permissions to filter information</p> <p>3.5 Adjust settings so that others can access IT tools and devices for collaborative working</p> <p>3.6 Select and use different elements to control environments for collaborative technologies</p> <p>3.7 Select and join networks and data feeds to manage data to suit collaborative tasks</p> |
| 4. Contribute to tasks using collaborative technologies | <p>4.1 Describe rules of engagement for using collaborative technologies</p> <p>4.2 Enable others to contribute responsibly to collaborative tasks</p> <p>4.3 Present relevant and valuable information</p> <p>4.4 Moderate the use of collaborative technologies</p> <p>4.5 Archive the outcome of collaborative working</p> <p>4.6 Assess when there is a problem with collaborative technologies and when to get expert help</p> <p>4.7 Respond to problems with collaborative technologies</p>   |
| <b>Additional information</b>                           |  |
| <i>Unit aim (s)</i>                                     | This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls;   |

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|  | <p>online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.</p> <p>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:</p> <ul style="list-style-type: none"> <li>&gt; planning and selecting the IT tools and devices to be used for work purposes and tasks;</li> <li>&gt; preparing and setting up access to collaborative technologies;</li> <li>&gt; presenting information and facilitating others contributions; and</li> <li>&gt; moderating the use of collaborative technologies</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>T/502/4380 Using collaborative technologies</b>  |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>6</b>  |
| <b>GLH:</b>   | <b>45</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>              | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Develop and implement guidelines for good practice in working with collaborative technology<br>1.3 Explain how to establish an identity or present information that will promote trust<br>1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information<br>1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks<br>1.6 Analyse and manage risks in the use of collaborative technologies |
| 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<br>2.2 Determine the IT tools and processes needed for archiving the outcomes of collaborative working<br>2.3 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media<br>2.4 Explain potential access and compatibility issues with integrating  |

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|  | <p>different collaborative technology tools and devices</p> <p>2.5 Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices</p> <p>2.6 Resolve access and compatibility problems so that different collaborative tools and devices work successfully</p>  |
| 3. Prepare collaborative technologies for use    | <p>3.1 Evaluate data management principles, issues and methods</p> <p>3.2 Manage levels of access and permissions for different purposes</p> <p>3.3 Select and integrate different elements across applications to create environments for collaborative technologies</p> <p>3.4 Set and adjust settings to facilitate use of collaborative technologies by others</p> <p>3.5 Manage data flow to benefit collaborative working</p>  |
| 4. Manage tasks using collaborative technologies | <p>4.1 Determine levels of responsibility for the use of collaborative technologies</p> <p>4.2 Facilitate others' responsible contributions to and engagement with collaborative technologies</p> <p>4.3 Manage the moderation of collaborative technologies</p> <p>4.4 Oversee the archiving of the outcomes of collaborative working</p> <p>4.5 Explain what problems can occur with collaborative technologies</p> <p>4.6 Respond to problems with collaborative technologies and be prepared to help others to do so</p> |
| <b>Additional information</b>                    |  |
| <i>Unit aim (s)</i>                              | <p>This is the ability to use IT tools and devices for collaborative working and communications, 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</p>   |

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|  | <p>documents, blogging, RSS and data feeds, bulk SMS or online work management tools. This unit is about <i>the skills and knowledge to manage and effectively integrate and facilitate the safe use of multiple IT tool and devices so that groups can work collaboratively and effectively by:</i></p> <ul style="list-style-type: none"> <li>&gt; setting and implementing guidelines for using collaborative technologies;</li> <li>&gt; integrating IT tools and devices and creating environments to exploit their potential;</li> <li>&gt; managing risks, permissions and data flow; and</li> </ul> <p>moderating and solving complex problems with the use of collaborative technologies</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>H/502/4553 Database software</b>  |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                      | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Enter, edit and organise structured information in a database          | 1.1 Identify the main components of a database<br>1.2 Create a database table for a purpose using specified fields<br>1.3 Enter structured data into records to meet requirements<br>1.4 Locate and amend data records<br>1.5 Respond appropriately to data entry error messages<br>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<br>2.2 Run simple database queries<br>2.3 Identify reports which meet information requirements<br>2.4 Generate and print pre-defined database reports   |

| <b>Additional information</b>   |   |
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| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to organise and store structured information and generate reports.</p> <p>This unit is about using basic database software tools and techniques to:</p> <ul style="list-style-type: none"> <li>&gt; enter straightforward or routine information into a database;</li> <li>&gt; set up a single table in a flat file database;</li> <li>&gt; retrieve information by running routine queries; and</li> <li>&gt; produce reports using predefined menus or short cuts</li> </ul> <p>The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support and advice from others.</p> <p>Database tools and techniques at this level will be defined as:</p> <ul style="list-style-type: none"> <li>&gt; the tools and functions will be predefined or commonly used; and</li> <li>&gt; the techniques for inputting, manipulation and outputting will be straightforward or routine</li> </ul> <p>Examples of Context: Enter names and addresses into a customer database; update stock control data</p> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>M/502/4555 Database software</b>  |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>GLH:</b>   | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>              | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Create and modify non-relational database tables               | 1.1 Identify the components of a database design<br>1.2 Describe the field characteristics for the data required<br>1.3 Create and modify database tables using a range of field types<br>1.4 Describe ways to maintain data integrity<br>1.5 Respond appropriately to problems with database tables<br>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<br>2.2 Select and use appropriate tools and techniques to format data entry forms<br>2.3 Check data entry meets needs, using IT tools and making corrections as necessary<br>2.4 Respond appropriately to data entry errors  |
| 3. Use database software tools to run queries and produce reports | 3.1 Create and run database queries using multiple criteria to display or amend selected data<br>3.2 Plan and produce database reports from a single table non-relational database<br>3.3 Select and use appropriate tools and techniques to format database reports<br>3.4 Check reports meet needs, using IT tools and making corrections as                                       |

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| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to organise and store structured information and generate reports.</p> <p>This unit is about selecting and using intermediate database software tools and techniques to:</p> <ul style="list-style-type: none"> <li>&gt; enter information into databases, that is at times non-routine or unfamiliar;</li> <li>&gt; retrieve information by creating queries using multiple selection criteria; and</li> <li>&gt; produce reports by setting up menus or short cuts</li> </ul> <p>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.</p> <p>Database tools, functions and techniques at this level will be defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar; and</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>T/502/4556 Database software</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>6</b>  |
| <b>GLH:</b>   | <b>45</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                    | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Plan and create multiple tables for data entry with appropriate fields and properties<br>1.3 Set up and modify relationships between database tables<br>1.4 Explain why and how to maintain data integrity<br>1.5 Respond appropriately to problems with database tables<br>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<br>2.2 Select and use appropriate tools and techniques to format data entry forms<br>2.3 Check data entry meets needs, using IT tools and making corrections as necessary<br>2.4 Respond appropriately to data entry errors  |
| 3. Use database software tools to create, edit and run data queries and produce reports | 3.1 Explain how to select, generate and output information from queries according to requirements<br>3.2 Create and run database queries to display, amend or calculate selected  |

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|  | <p>data</p> <p>3.3 Plan and produce database reports from a multiple-table relational database</p> <p>3.4 Select and use appropriate tools and techniques to format database reports</p> <p>3.5 Check reports meet needs, using IT tools and making corrections as necessary</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed to organise and store structured information and generate reports.</p> <p>This unit is about selecting and using advanced database software tools and techniques efficiently to:</p> <ul style="list-style-type: none"> <li>&gt; enter complex information into databases;</li> <li>&gt; retrieve information by creating queries using multiple selection criteria; and</li> <li>&gt; produce reports by setting up menus or short cuts</li> </ul> <p>They will also be able to design, create and interrogate multiple-table relational databases.</p> <p>Database tools, functions and techniques will be defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the input, manipulation and output techniques involved will be complex, which will involve research, identification and application</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p>   |

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|  | See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |
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| <b>Title:</b>  | <b>F/502/4558 Data Management Software</b>  |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>GLH:</b>  | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                 | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Enter, edit and maintain data records in a data management system | 1.1 Identify the security procedures used to protect data<br>1.2 Enter data accurately into records to meet requirements<br>1.3 Locate and amend individual data records<br>1.4 Check data records meet needs, using IT tools and making corrections as necessary<br>1.5 Respond appropriately to data entry error messages<br>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 pre-defined methods to meet given requirements<br>2.2 Identify which report to run to output the required information<br>2.3 Select and view specified reports to output information to meet given requirements   |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored.  |

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|  | <p>Data management software is often implemented on relational database systems by providing pre-defined file and record structures, processes, reports and data-entry screens. This is about the use of these pre-defined objects.</p> <p>The user at this level can use basic data management software tools and techniques to:</p> <ul style="list-style-type: none"> <li>&gt; enter straightforward or routine information using pre-set data-entry screens;</li> <li>&gt; retrieve information by running pre-defined methods; and</li> <li>&gt; produce reports using predefined menus or short cuts</li> </ul> <p>The tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the tools and functions will be predefined or commonly used; and</li> <li>&gt; the techniques for inputting, manipulation and outputting data will be straightforward or routine</li> </ul> <p>The structure and functionality of the data management system will be predefined. Any aspects that are unfamiliar will require support and advice from others.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>J/502/4559 Data Management Software</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                 | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Enter data accurately into groups of records to meet requirements<br>1.3 Locate and amend data associated with groups of records<br>1.4 Check data records meet needs, using IT tools and making corrections as necessary<br>1.5 Respond appropriately to data entry and other error messages<br>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<br>2.2 Select and use queries to search for and retrieve information to meet given requirements<br>2.3 Create and view reports to output information from the system to meet given requirements   |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the  |

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|  | <p>data is stored. Data management software is often implemented on relational database systems by providing pre-defined file and record structures, processes, reports and data-entry screens. This is about the use of these pre-defined objects.</p> <p>This unit is about selecting and using intermediate data management software tools and techniques to:</p> <ul style="list-style-type: none"> <li>&gt; enter information into data management systems that is at times non-routine or unfamiliar;</li> <li>&gt; retrieve information using multiple selection criteria; and</li> <li>&gt; produce customised reports from the system</li> </ul> <p>The data management system tools, functions and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar; and</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements</li> </ul> <p>Any aspect that is unfamiliar may require support and advice from others.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>A/502/4560 Data Management Software</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                 | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Enter data accurately into records to meet requirements<br>1.3 Configure characteristics of groups of records<br>1.4 Discuss and explain how to locate and amend data records<br>1.5 Check data records meet needs, using IT tools and making corrections as necessary<br>1.6 Interpret and respond appropriately to a range of data and application error messages<br>1.7 Evaluate and explain the risks to data security and procedures used for data protection<br>1.8 Manage data files effectively, in line with 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 Determine and explain what queries and reports need to be run to output the required information<br>2.2 Create and use queries to search for and retrieve information from the system<br>2.3 Create, define and set up reports to output information to meet requirements<br>2.4 Use the file handling techniques of the software to import and export data<br>2.5 Use available techniques to combine and link data  |

## Additional information

### *Unit aim (s)*

This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored. Data management software is often implemented on relational database systems by providing pre-defined file and record structures, processes, reports and data-entry screens. This is about the use of these pre-defined objects.

Examples of data management software include proprietary systems for:

- > Customer Relationship Management (CRM);
- > Management Information System (MIS)
- > Payroll;
- > Enterprise Resource Planning (ERP)

This unit is about selecting and using advanced data management software tools and techniques efficiently to:

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

The data management system tools, functions and techniques at this level are defined as:

- > 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 (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

Examples of Context: Working with the software manufacturer or IT professional to

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|   | develop and implement new data handling techniques; Examples of customisation includes additional product training; creation of process triggers and workflow; assistance writing reports, complex data extracts or implementing Business Intelligence |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit               |

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| <b>Title:</b>   | <b>Y/502/4565 Desktop Publishing Software</b>  |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                          | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Select and use appropriate designs and page layouts for publications       | 1.1 Identify what types of information are needed<br>1.2 Identify what page design and layout will be required<br>1.3 Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant<br>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<br>2.2 Identify copyright constraints on using others' information<br>2.3 Organise and combine information of different types or from different sources in line with any copyright constraints<br>2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available |
| 3. Use desktop publishing software techniques to edit and format publications | 3.1 Identify what editing and formatting to use for the publication<br>3.2 Select and use appropriate techniques to edit publications and format text<br>3.3 Manipulate images and graphic elements accurately<br>3.4 Control text flow within single and multiple columns and pages<br>3.5 Check publications meet needs, using IT tools and making corrections as necessary                                |

| <b>Additional information</b>  |  |
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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.</p> <p>This unit is about using 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.</p> <p>Publication tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predefined or commonly used;</li> <li>&gt; the range of entry, manipulation and outputting techniques will be straightforward or routine; and</li> <li>&gt; the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine</li> </ul> <p>Typical documents may include – invitation, poster, menu, greetings card, business card.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>D/502/4566 Desktop Publishing Software</b>  |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>GLH:</b>   | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                          | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Select and use appropriate designs and page layouts for publications       | 1.1 Describe what types of information are needed<br>1.2 Describe how to change page design and layout to increase effectiveness of a publication<br>1.3 Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant<br>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 publications so that it is ready for editing and formatting<br>2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software<br>2.3 Describe how copyright constraints affect use of own and others' information<br>2.4 Describe which file format to use for saving designs and images<br>2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available |
| 3. Use desktop publishing software techniques to edit and format publications | 3.1 Identify what editing and formatting to use for the publication<br>3.2 Select and use appropriate techniques to edit publications and format text  |

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|  | <p>3.3 Manipulate images and graphic elements accurately</p> <p>3.4 Control text flow within single and multiple columns and pages</p> <p>3.5 Check publications meet needs, using IT tools and making corrections as necessary</p> <p>3.6 Identify and respond to quality problems with publications to make sure they meet needs</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>The ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.</p> <p>This unit is about selecting and using 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.</p> <p>Publication tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be at times non-routine or unfamiliar;</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and</li> </ul> <p>The user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p>   |

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|  | See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |
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| <b>Title:</b>   | <b>H/502/4567 Desktop Publishing Software</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>5</b>   |
| <b>GLH:</b>   | <b>40</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                          | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Select and use appropriate designs and page layouts for publications       | 1.1 Explain what types of information are needed<br>1.2 Explain when and how to change page design and layout to increase effectiveness of a publication<br>1.3 Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant<br>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 publications so that it is ready for editing and formatting<br>2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software<br>2.3 Provide guidance on how copyright constraints affect use of own and others' information<br>2.4 Explain which file format to use for saving designs and images<br>2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available |
| 3. Use desktop publishing software techniques to edit and format publications | 3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication  |

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|                               | <p>3.2 Create styles, colours and font schemes to meet needs</p> <p>3.3 Select and use appropriate techniques to edit publications and format text</p> <p>3.4 Manipulate images and graphic elements accurately</p> <p>3.5 Control text flow within single and multiple columns and pages</p> <p>3.6 Check publications meet needs, using IT tools and making corrections as necessary</p> <p>3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs</p>  |
| <b>Additional information</b> |  |
| <i>Unit aim (s)</i>           | <p>This is the ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.</p> <p>This unit is about selecting and using a wide range of advanced desktop publishing software tools and techniques effectively to produce publications that are at times non-routine or unfamiliar.</p> <p>Publication tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>   | <b>J/502/4609 Drawing and Planning Software</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Input, organise and combine information for drawings or plans                      | 1.1 Identify what types of 2D shapes and other elements will be needed<br>1.2 Identify which template or blank document to use<br>1.3 Select the appropriate shapes, from those available, to meet needs<br>1.4 Input the relevant shapes and other elements into existing templates or blank documents so that they are ready for editing and formatting<br>1.5 Identify what copyright constraints apply to the use of shapes or other elements<br>1.6 Combine information of different types or from different sources for drawings and plans<br>1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available |
| 2. Use tools and techniques to edit, manipulate, format and present drawings or plans | 2.1 Identify what drafting guides to use so that the shapes and other elements are appropriately prepared<br>2.2 Use appropriate software tools to manipulate and edit shapes and other elements<br>2.3 Select and use appropriate software tools to format shapes and other elements<br>2.4 Check drawings and plans meet needs, using IT tools and making corrections as necessary  |

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|   | 2.5 Use appropriate presentation methods and accepted page layouts  |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to use software designed for producing 2D drawings or plans, such as flowcharts, mind maps and technical drawings</p> <p>This unit is about selecting and using basic tools and techniques to produce straightforward or routine drawings and plans. Any aspects that are unfamiliar will require support and advice.</p> <p>2D drawing and planning software tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predefined or commonly used;</li> <li>&gt; the range of entry, manipulation and outputting techniques will be straightforward or routine; and</li> <li>&gt; the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>A/502/4610 Drawing and Planning Software</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Input, organise and combine information for drawings or plans                      | 1.1 Identify what types of shapes and other elements will be needed<br>1.2 Review templates and describe how they need to be changed to meet needs<br>1.3 Select, input and use the appropriate shapes to meet needs, including importing shapes from other sources<br>1.4 Select, adapt and use appropriate templates or blank documents<br>1.5 Identify what copyright constraints apply to the use of shapes or other elements<br>1.6 Combine information for drawings or plans including importing information produced using other software<br>1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available |
| 2. Use tools and techniques to edit, manipulate, format and present drawings or plans | 2.1 Identify what drafting guides to use so that the shapes and other elements are appropriately prepared<br>2.2 Select and use appropriate software tools to manipulate and edit shapes and other elements with precision<br>2.3 Select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes<br>2.4 Check drawings or plans meet needs, using IT tools and making corrections as necessary   |

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|  | <p>2.5 Identify and respond to any quality problems with drawings or plans to make sure they meet needs</p> <p>2.6 Select and use appropriate presentation methods and accepted page layouts</p>  |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use software designed for producing 2D drawings or plans, such as flowcharts, mind maps and technical drawings</p> <p>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.</p> <p>2D drawing and planning software tools and techniques will be described as ‘intermediate’ because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be at times non-routine or unfamiliar;</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>F/502/4611 Drawing and Planning Software</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>GLH:</b>   | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                  | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Input, organise and combine information for drawings or plans                      | 1.1 Identify what types of shapes and other elements will be needed<br>1.2 Evaluate templates and explain why and how they need to be changed to meet needs<br>1.3 Select, adapt, create and use the appropriate shapes to meet needs, including shapes imported from other sources<br>1.4 Select, adapt, define and create appropriate templates and styles to meet needs<br>1.5 Provide guidance on what copyright constraints apply to the use of own and others' shapes or other elements<br>1.6 Combine information for drawings or plans including exporting outcomes to other software<br>1.7 Store and retrieve drawing files effectively, in line with local guidelines and conventions where available |
| 2. Use tools and techniques to edit, manipulate, format and present drawings or plans | 2.1 Explain what drafting guides to use so that the shapes and other elements are appropriately prepared<br>2.2 Select and use appropriate software tools to manipulate and edit shapes and other elements with precision<br>2.3 Select and use appropriate software tools to format shapes and other elements, including applying styles and  |

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|   | <p>colour schemes</p> <p>2.4 Check drawings or plans meet needs, using IT tools and making corrections as necessary</p> <p>2.5 Identify and respond to quality problems with drawings or plans to make sure they are fit for purpose and meet needs</p> <p>2.6 Explain what context the drawings and plans will be used in and how this will effect how they are presented</p> <p>2.7 Select and use appropriate presentation methods and accepted page layouts</p>   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to use software designed for producing 2D drawings or plans, such as flowcharts, mind maps and technical drawings</p> <p>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.</p> <p>2D drawing and planning software tools and techniques will be described as ‘advanced’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)   |

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|  | See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |
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| <b>Title:</b>   | <b>M/502/4572 Design Software</b>  |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Obtain, insert and combine information for designs               | 1.1 Identify what designs are needed<br>1.2 Obtain, input and prepare designs to meet needs<br>1.3 Identify what generic copyright and other constraints apply to the use of designs<br>1.4 Combine information of different types or from different sources for designs<br>1.5 Identify the context in which the designs will be used<br>1.6 Identify which file format to use for saving and exchanging designs<br>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<br>2.2 Use appropriate tools and techniques to manipulate and edit designs<br>2.3 Check designs meet needs, using IT tools and making corrections as necessary   |
| <b>Additional information</b>                                       |  |
| <i>Unit aim (s)</i>   | This is the ability to use a software application designed to create, modify and layout artwork for display in print or on a screen.<br><br>This unit is about the skills and knowledge required by an IT user to use basic design software tools and techniques appropriately to  |

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|  | <p>produce straightforward or routine designs. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Design software tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of inputting, manipulation and outputting techniques will be straightforward or routine;</li> <li>&gt; the software tools and functions involved will be predefined or commonly used;</li> <li>&gt; the type and structure of the task will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>T/502/4573 Design Software</b>  |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>GLH:</b>   | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Obtain, insert and combine information for designs               | 1.1 Describe what designs are needed<br>1.2 Obtain, input and prepare designs to meet needs<br>1.3 Describe what copyright and other constraints apply to the use of designs<br>1.4 Use appropriate techniques to organise and combine information of different types or from different sources<br>1.5 Describe the context in which the designs will be used<br>1.6 Describe what file format to use for saving designs to suit different presentation methods<br>1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available |
| 2. Use design software tools to create, manipulate and edit designs | 2.1 Identify what technical factors affecting designs need to be taken into account and how to do so<br>2.2 Select and use suitable techniques to create designs<br>2.3 Use guide lines and dimensioning tools appropriately to enhance precision<br>2.4 Select and use appropriate tools and techniques to manipulate and edit for designs<br>2.5 Check designs meet needs, using IT tools and making corrections as necessary  |

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|   | 2.6 Identify and respond to quality problems with designs to make sure that they meet needs  |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to create, modify and layout artwork for display in print or on a screen.</p> <p>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.</p> <p>Design software tools and techniques at this level are described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;</li> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar; and</li> <li>&gt; the user will take some responsibility for setting up or developing the type or structure of the document</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>A/502/4574 Design Software</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>5</b>   |
| <b>GLH:</b>   | <b>40</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Obtain, insert and combine information for designs               | 1.1 Explain what designs are needed<br>1.2 Explain how the context affects the way designs should be prepared<br>1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' designs<br>1.4 Obtain, insert and prepare designs<br>1.5 Explain how file format affects design quality, format and size and how to choose appropriate formats for saving designs<br>1.6 Use appropriate techniques to organise and combine information of different types or from different sources<br>1.7 Store and retrieve files effectively, in line with guidelines and conventions where available |
| 2. Use design software tools to create, manipulate and edit designs | 2.1 Explain what technical factors affecting designs need to be taken into account and how to do so<br>2.2 Select and use suitable tools and techniques efficiently to create designs<br>2.3 Use guide lines and dimensioning tools appropriately to enhance precision<br>2.4 Select and use appropriate tools and techniques to manipulate and edit designs<br>2.5 Check designs meet needs, using IT tools and making corrections as necessary   |

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|   | 2.6 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to create, modify and layout artwork for display in print or on a screen.</p> <p>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.</p> <p>Design software tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>J/502/4299 Using Email</b>  |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>GLH:</b>  | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Attach files to e-mail messages<br>1.3 Send e-mail messages<br>1.4 Identify how to stay safe and respect others when using e-mail<br>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<br>2.2 Identify when and how to respond to e-mail messages<br>2.3 Read and respond to e-mail messages appropriately<br>2.4 Identify what messages to delete and when to do so<br>2.5 Organise and store e-mail messages<br>2.6 Respond appropriately to common e-mail problems |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages.<br><br>This unit is about the skills and techniques to use  |

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|  | <p>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.</p> <p>E-mail tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predetermined or commonly used; and</li> <li>&gt; the techniques used will be familiar or commonly undertaken</li> </ul> <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and</li> <li>&gt; the input and output of information will be predetermined by the person supervising the task</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>M/502/4300 Using Email</b>  |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Determine the message size and how it can be reduced<br>1.3 Send e-mail messages to individuals and groups<br>1.4 Describe how to stay safe and respect others when using e-mail<br>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<br>2.2 Read and respond to e-mail messages appropriately<br>2.3 Use email software tools and techniques to automate responses<br>2.4 Describe how to archive e-mail messages, including attachments<br>2.5 Organise, store and archive e-mail messages effectively<br>2.6 Respond appropriately to e-mail problems |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | This is the ability to make the best use of e-mail software to safely and securely send, receive   |

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|  | <p>and store messages.</p> <p>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.</p> <p>Email tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be at times non-routine or unfamiliar; and</li> <li>&gt; the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the user will take some responsibility for developing the input or output of information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>T/502/4301 Using Email</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Explain methods to improve message transmission<br>1.3 Send e-mail messages to individuals and groups<br>1.4 Explain why and how to stay safe and respect others when using e-mail<br>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<br>2.2 Read and respond appropriately to e-mail messages and attachments<br>2.3 Use email software tools and techniques to automate responses<br>2.4 Explain why, how and when to archive messages<br>2.5 Organise, store and archive e-mail messages effectively<br>2.6 Customise e-mail software to make it easier to use<br>2.7 Explain how to minimise e-mail problems<br>2.8 Respond appropriately to email problems |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | This is the ability to make the best use of e-mail software to safely and securely send, receive   |

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|  | <p>and store messages.</p> <p>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.</p> <p>E-mail tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; the techniques required will be multi-step and complex, and the selection process may involve research, identification and application; and</li> <li>&gt; 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 (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying</li> </ul> <p>An activity will typically be 'complex and non-routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task is likely to require research, identification and application;</li> <li>&gt; the context is likely to require research, analysis and interpretation; and</li> <li>&gt; the user will take full responsibility for developing both the input and output type and structure of the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>J/502/4612 Imaging Software</b>   |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Obtain, insert and combine information for images                | 1.1 Identify what images are needed<br>1.2 Obtain, input and prepare images to meet needs<br>1.3 Identify what generic copyright and other constraints apply to the use of images<br>1.4 Combine information of different types or from different sources for images<br>1.5 Identify the context in which the images will be used<br>1.6 Identify which file format to use for saving and exchanging images<br>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<br>2.2 Use appropriate tools and techniques to manipulate and edit images<br>2.3 Check images meet needs, using IT tools and making corrections as necessary  |
| <b>Additional information</b>                                       |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen.</p> <p>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</p>  |

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|  | <p>aspect that is unfamiliar will require support and advice from others.</p> <p>Imaging software tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of inputting, manipulation and outputting techniques will be straightforward or routine;</li> <li>&gt; the software tools and functions involved will be predefined or commonly used;</li> <li>&gt; the type and structure of the task will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>L/502/4613 Imaging Software</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Obtain, insert and combine information for images                | 1.1 Describe what images are needed<br>1.2 Obtain, input and prepare images to meet needs<br>1.3 Describe what copyright and other constraints apply to the use of images<br>1.4 Use appropriate techniques to organise and combine information of different types or from different sources<br>1.5 Describe the context in which the images will be used<br>1.6 Describe what file format to use for saving images to suit different presentation methods<br>1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available |
| 2. Use imaging software tools to create, manipulate and edit images | 2.1 Identify what technical factors affecting images need to be taken into account and how to do so<br>2.2 Select and use suitable techniques to create images<br>2.3 Use guide lines and dimensioning tools appropriately to enhance precision<br>2.4 Select and use appropriate tools and techniques to manipulate and edit for images<br>2.5 Check images meet needs, using IT tools and making corrections as necessary   |

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|   | 2.6 Identify and respond to quality problems with images to make sure that they meet needs   |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen.</p> <p>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.</p> <p>Imaging software tools and techniques at this level are described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;</li> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar; and</li> <li>&gt; the user will take some responsibility for setting up or developing the type or structure of the document</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>R/502/4614 Imaging Software</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>5</b>   |
| <b>GLH:</b>   | <b>40</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Obtain, insert and combine information for images                | 1.1 Explain what images are needed<br>1.2 Explain how the context affects the way images should be prepared<br>1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images<br>1.4 Obtain, insert and prepare images<br>1.5 Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images<br>1.6 Use appropriate techniques to organise and combine information of different types or from different sources<br>1.7 Store and retrieve files effectively, in line with guidelines and conventions where available |
| 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<br>2.2 Select and use suitable tools and techniques efficiently to create images<br>2.3 Use guide lines and dimensioning tools appropriately to enhance precision<br>2.4 Select and use appropriate tools and techniques to manipulate and edit images<br>2.5 Check images meet needs, using IT tools and making corrections as necessary   |

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|   | 2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs  |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen.</p> <p>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.</p> <p>Imaging software tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit   |

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| <b>Title:</b>  | <b>T/502/4296 Using the Internet</b>  |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                     | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Connect to the internet   | 1.1 Identify different types of connection methods that can be used to access the Internet<br>1.2 Access the Internet or intranet   |
| 2. Use browser software to navigate web pages                            | 2.1 Use browser tools to navigate webpages<br>2.2 Identify when to change browser settings to aid navigation<br>2.3 Adjust browser settings to meet needs<br>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<br>3.2 Outline how information meets requirements<br>3.3 Use references to make it easier to find information another time<br>3.4 Download and save different types of information from the Internet         |
| 4. Use browser software to communicate information online                | 4.1 Select and use tools and techniques to communicate information online<br>4.2 Use browser tools to share information sources with others<br>4.3 Submit information online using forms or interactive sites<br>4.4 Identify opportunities to post or publish material to websites |
| 5. Follow and understand the need for safety and security practices when | 5.1 Identify the threats to user safety when working online   |

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| working online   | 5.2 Outline how to minimise internet security risks<br><br>5.3 Work responsibly and take appropriate safety and security precautions when working online<br><br>5.4 Keep personal information secure<br><br>5.5 Follow relevant laws, guidelines and procedures for the use of the Internet   |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | <p>This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.</p> <p>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.</p> <p>Internet tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be pre-determined or commonly used; and</li> <li>&gt; the range of techniques used for searching and exchanging information will be familiar or commonly undertaken</li> </ul> <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and</li> <li>&gt; the input and output of information will be predetermined by the person supervising the task</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i> | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |

*Details of the relationship of the unit and relevant national occupational standards*

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

See <http://nos.e-skills.com> for examples of content and context applicable to this unit

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| <b>Title:</b>  | <b>A/502/4297 Using the Internet</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>             | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Connect to the internet                                       | 1.1 Identify different types of connection methods that can be used to access the Internet<br>1.2 Identify the benefits and drawbacks of the connection method used<br>1.3 Get online with an internet connection<br>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 webpages<br>2.2 Identify when to change browser settings to aid navigation<br>2.3 Adjust browser settings to optimise performance and meet needs<br>2.4 Identify ways to improve the performance of a browser  |
| 3. Use browser tools to search for information from the internet | 3.1 Select and use appropriate search techniques to locate information efficiently<br>3.2 Describe how well information meets requirements<br>3.3 Manage and use references to make it easier to find information another time<br>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  |

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|   | <p>4.2 Select and use appropriate tools and techniques to communicate information online</p> <p>4.3 Use browser tools to share information sources with others</p> <p>4.4 Submit information online</p>  |
| <p>5. Understand the need for safety and security practices when working online</p> | <p>5.1 Describe the threats to system performance when working online</p> <p>5.2 Work responsibly and take appropriate safety and security precautions when working online</p> <p>5.3 Describe the threats to information security when working online</p> <p>5.4 Manage personal access to online sources securely</p> <p>5.5 Describe the threats to user safety when working online</p> <p>5.6 Describe how to minimise internet security risks</p> <p>5.7 Apply laws, guidelines and procedures for safe and secure internet use</p> <p>5.8 Explain the importance of the relevant laws affecting internet users</p> |
| <p><b>Additional information</b></p>  |  |
| <p><i>Unit aim (s)</i></p>  | <p>This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.</p> <p>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</p>                |

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|  | <p>unfamiliar will require support and advice from others.</p> <p>Internet tools and techniques at this level will be defined as:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be at times non-routine or unfamiliar; and</li> <li>&gt; the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the user will take some responsibility for how to search for and exchange the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>F/502/4298 Using the Internet</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>5</b>   |
| <b>GLH:</b>  | <b>40</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Explain the benefits and drawbacks of different connection method<br>1.3 Analyse the issues affecting different groups of users<br>1.4 Select and set up an Internet connection using an appropriate combination of hardware and software<br>1.5 Recommend a connection method for Internet access to meet identified needs<br>1.6 Diagnose and solve Internet connection problems |
| 2. Set up and use browser software to navigate webpages                                      | 2.1 Select and use browser tools to navigate webpages effectively<br>2.2 Explain when to change browser settings to aid navigation<br>2.3 Adjust and monitor browser settings to maintain and improve performance<br>2.4 Explain when and how to improve browser performance<br>2.5 Customise browser software to make it easier to use  |
| 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<br>3.2 Evaluate how well information meets requirements<br>3.3 Manage and use references to make it   |

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|   | <p>easier to find information another time</p> <p>3.4 Download, organise and store different types of information from the Internet</p>   |
| 4. Use browser software to communicate information online   | <p>4.1 Identify and analyse opportunities to create, post or publish material to websites</p> <p>4.2 Select and use appropriate tools and techniques to communicate information online</p> <p>4.3 Share and submit information online using appropriate language and moderate content from others</p>   |
| 5. Develop and apply appropriate safety and security practices and procedures when working online | <p>5.1 Explain the threats to system performance when working online</p> <p>5.2 Work responsibly and take appropriate safety and security precautions when working online</p> <p>5.3 Explain the threats to information security and integrity when working online</p> <p>5.4 Keep information secure and manage user access to online sources securely</p> <p>5.5 Explain the threats to user safety when working online</p> <p>5.6 Explain how to minimise internet security risks</p> <p>5.7 Develop and promote laws, guidelines and procedures for safe and secure use of the Internet</p> |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.</p> <p>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</p>  |

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|  | <p>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.</p> <p>Internet tools and techniques at this level will be defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the range of techniques required for searching and exchanging information will be complex, and the selection process may involve research, identification and application</li> </ul> <p>A work activity will typically be:</p> <ul style="list-style-type: none"> <li>&gt; the task is likely to require research, identification and application;</li> <li>&gt; the context is likely to require research, analysis and interpretation; and</li> <li>&gt; the user will take full responsibility for searching for and exchanging the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>T/502/4153 Improving Productivity Using IT</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1 Plan the use of appropriate IT systems and software to meet requirements                  | 1.1 Identify the purpose for using IT<br>1.2 Identify the methods, skills and resources required to complete the task successfully<br>1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome<br>1.4 Identify reasons for choosing particular IT systems and software applications for the task<br>1.5 Select IT systems and software applications as appropriate for the purpose<br>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<br>2.2 Use automated routines that aid efficient processing or presentation<br>2.3 Complete planned tasks using IT  |
| 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<br>3.2 Decide whether the IT tools selected were appropriate for the task and purpose<br>3.3 Identify the strengths and weaknesses of the completed task  |

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|   | 3.4 Identify ways to make further improvements to work  |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>The use of IT tools and systems can improve the productivity and efficiency of work activities in a variety of contexts.</p> <p>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.</p> <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context will be familiar and involve few factors (for example, time available, audience needs, message, structure); and</li> <li>&gt; the techniques used will be familiar or commonly undertaken</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>J/502/4156 Improving Productivity Using IT</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1 Plan, select and use appropriate IT systems and software for different purposes                       | 1.1 Describe the purpose for using IT<br>1.2 Describe the methods, skills and resources required to complete the task successfully<br>1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome<br>1.4 Describe any factors that may affect the task<br>1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes<br>1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications<br>1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity |
| 2 Review and adapt the on-going use of IT tools and systems to make sure that activities are successful | 2.1 Review on-going use of IT tools and techniques and change the approach as needed<br>2.2 Describe whether the IT tools selected were appropriate for the task and purpose<br>2.3 Assess strengths and weaknesses of final work<br>2.4 Describe ways to make further improvements to work   |

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|  | 2.5 Review outcomes to make sure they match requirements and are fit for purpose   |
| 3 Develop and test solutions to improve the on-going 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<br>3.2 Describe ways to improve productivity and efficiency<br>3.3 Develop solutions to improve own productivity in using IT<br>3.4 Test solutions to ensure that they work as intended  |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | <p>The use of IT tools and systems can improve the productivity and efficiency of work activities in a variety of contexts.</p> <p>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</p> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i> | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |

*Details of the relationship of the unit and relevant national occupational standards*

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

See <http://nos.e-skills.com> for examples of content and context applicable to this unit

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| <b>Title:</b>  | <b>L/502/4157 Improving Productivity Using IT</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>40</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                     | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1 Plan, select and use appropriate IT systems and software for different purposes        | 1.1 Explain the purpose for using IT<br>1.2 Analyse the methods, skills and resources required to complete the task successfully<br>1.3 Analyse any factors that may affect the task<br>1.4 Critically compare alternative methods to produce the intended outcome<br>1.5 Develop plans for using IT for different tasks and purposes, including contingencies<br>1.6 Select IT systems and software applications as appropriate to purposes and use them to produce effective outcomes<br>1.7 Explain why different software applications could be chosen to suit different tasks, purposes and outcomes<br>1.8 Explain any legal or local guidelines or constraints which apply to the task or activity |
| 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<br>2.2 Review on-going use of IT tools and techniques and change the approach as needed<br>2.3 Evaluate and test solutions to make sure they match requirements and are fit  |

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|  | <p>for purpose</p> <p>2.4 Be prepared to give feedback on other people's selection and use of IT tools</p> <p>2.5 Explain different ways to make further improvements to work</p>   |
| <p>3 Devise solutions to improve the use of IT tools and systems for self and others</p> | <p>3.1 Evaluate the productivity and efficiency of IT systems and procedures used by self and others</p> <p>3.2 Research and advise on ways to improve productivity and efficiency</p> <p>3.3 Develop solutions that make a demonstrable improvement to the use of IT tools and systems</p> <p>3.4 Test solutions to ensure that they work as intended</p> <p>3.5 Recommend improvements to IT systems and procedures that increase productivity</p>  |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>The use of IT tools and systems can improve the productivity and efficiency of activities in a variety of contexts.</p> <p>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</p> <p>An activity will typically be 'complex and non-routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context is likely to require research, analysis and interpretation;</li> <li>&gt; the work may be undertaken by others; and</li> <li>&gt; the techniques required will be complex, and the selection process may involve analysis, research, identification and application</li> </ul> |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>  | <b>R/502/4256 IT Security for Users</b>   |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>1</b>  |
| <b>GLH:</b>  | <b>10</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                         | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Use appropriate methods to minimise security risks to IT systems and data | 1.1 Identify security issues that may threaten system performance<br>1.2 Take appropriate security precautions to protect IT systems and data<br>1.3 Identify threats to information security associated with the widespread use of technology<br>1.4 Take appropriate precautions to keep information secure<br>1.5 Follow relevant guidelines and procedures for the secure use of IT<br>1.6 Describe why it is important to backup data securely<br>1.7 Ensure personal data is backed up to appropriate media |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | <p>This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.</p> <p>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).</p>        |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>  | <b>Y/502/4257 IT Security for Users</b>   |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>GLH:</b>  | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Apply a range of security precautions to protect IT systems and data<br>1.3 Describe the threats to system and information security and integrity<br>1.4 Keep information secure and manage personal access to information sources securely<br>1.5 Describe ways to protect hardware, software and data and minimise security risk<br>1.6 Apply guidelines and procedures for the secure use of IT<br>1.7 Describe why it is important to backup data and how to do so securely<br>1.8 Select and use effective backup procedures for systems and data |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | <p>This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.</p> <p>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).</p>   |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>  | <b>D/502/4258 IT Security for Users</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Select, use and evaluate a range of security precautions to protect IT systems and monitor security<br>1.3 Evaluate the threats to system and information security and integrity<br>1.4 Manage access to information sources securely to maintain confidentiality, integrity and availability of information<br>1.5 Explain why and how to minimise security risks to hardware, software and data for different users<br>1.6 Apply, maintain and develop guidelines and procedures for the secure use of IT<br>1.7 Select and use effective backup and archiving procedures for systems and data |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.<br><br>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).  |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>  | <b>H/502/4374 Using Mobile IT Devices</b>   |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>                                 | <b>2</b>  |
| <b>GLH:</b>  | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b> | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Set up the mobile device to meet needs            | 1.1 Set up the mobile device for use<br>1.2 Use mobile device interface features effectively<br>1.3 Identify when and how to adjust device settings<br>1.4 Adjust device settings to meet needs<br>1.5 Identify any specific health and safety issues associated with the use of mobile devices<br>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<br>2.2 Select and use applications and files on the mobile device for an appropriate purpose<br>2.3 Input data accurately into a mobile device<br>2.4 Organise, store and retrieve data on a mobile device   |
| 3. Transfer data to and from the mobile device       | 3.1 Identify different types of secure connection methods that can be used between devices<br>3.2 Transfer information to and from a mobile device<br>3.3 Recognise copyright and other constraints on the use and transfer of information  |

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|   | <p>3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device</p> <p>3.5 Keep information secure when using a mobile device</p>   |
| <p>4. Maintain the performance of the mobile device</p> | <p>4.1 Identify factors that can affect performance of the mobile device</p> <p>4.2 Use appropriate techniques to maintain the performance of the mobile device</p> <p>4.3 Identify common problems that occur with mobile devices and what causes them</p> <p>4.4 Identify when to try to solve a problem and where to get expert advice</p> <p>4.5 Use available resources to respond quickly and appropriately to common device problems</p>  |
| <p><b>Additional information</b></p>                    |  |
| <p><i>Unit aim (s)</i></p>                              | <p>This is the ability to set up and use mobile or handheld devices such as a smartphone, PDA, portable media player, electronic organiser or data logger, for data capture, processing, exchange and storage.</p> <p>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.</p> <p>The use of mobile technologies will be defined as ‘basic’ because:</p> <ul style="list-style-type: none"> <li>&gt; the tools and functions on the mobile device will be pre-loaded and</li> <li>&gt; the techniques used for sharing files between devices will be familiar or commonly undertaken</li> </ul> <p>A work activity will typically be ‘straightforward or routine’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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</li> </ul> |

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|   | connectivity to send a photo to a friend's mobile phone.)  |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>   | <b>K/502/4375 Using Mobile IT Devices</b>  |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>2</b>   |
| <b>GLH:</b>   | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                    | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Describe different methods that can be used to access mobile networks<br>1.3 Prepare, set up and configure the mobile device for use<br>1.4 Select, use and customise interface features and settings to meet needs and improve efficiency<br>1.5 Describe any specific health and safety issues associated with the use of mobile devices<br>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<br>2.2 Define file formats appropriate for mobile devices<br>2.3 Use software or tools to prepare or convert files to an appropriate format for mobile devices<br>2.4 Input data accurately into a mobile device<br>2.5 Organise, store and retrieve data efficiently on a mobile device   |
| 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<br>3.2 Describe software requirements and   |

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|  | <p>techniques to connect and synchronise devices</p> <p>3.3 Transfer information to and from mobile devices using secure connection procedures</p> <p>3.4 Synchronise mobile device data with source data</p> <p>3.5 Recognise copyright and other constraints on the use and transfer of information</p> <p>3.6 Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices</p> <p>3.7 Keep information secure when using a mobile device</p>  |
| <p>4. Optimise the performance of mobile devices</p> | <p>4.1 Describe the factors that can affect performance of the mobile device and how to make improvements</p> <p>4.2 Use appropriate techniques to optimise the performance of the mobile device</p> <p>4.3 Describe problems that may occur with mobile devices and what causes them</p> <p>4.4 Use an appropriate fault-finding procedure to identify and solve problems with the mobile device</p> <p>4.5 Describe when to try to solve a problem and where to get expert advice</p>   |
| <p><b>Additional information</b></p>                 |   |
| <p><i>Unit aim (s)</i></p>                           | <p>This is the ability to set up and use mobile or handheld devices such as a smartphone, PDA, portable media player, electronic organiser or data logger, for data capture, processing, exchange and storage.</p> <p>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.</p> <p>The use of mobile technologies will be defined as 'intermediate' because:</p> |

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|  | <ul style="list-style-type: none"> <li>&gt; 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</li> <li>&gt; the techniques used for sharing information and files between devices will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context using mobile technologies is likely to require several steps and some consideration and planning before undertaking the task</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>Y/502/4615 Multimedia Software</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Identify the type of multimedia outcome to meet requirements<br>1.3 Identify what is required in the specification<br>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<br>2.2 Combine information of different types or from different sources for multimedia outcomes<br>2.3 Identify the file format and storage media to use<br>2.4 Select and use appropriate software to write multimedia files<br>2.5 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available |
| 3. Use multimedia software tools to edit and format multimedia content to meet requirements | 3.1 Select and use appropriate techniques to edit and format multimedia outcomes<br>3.2 Manipulate images and graphic elements accurately<br>3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary   |

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| <p>4. Play and present multimedia outcomes</p>   | <p>4.1 Identify what display device to use for multimedia outcomes</p> <p>4.2 Use appropriate techniques to navigate and display multimedia outcomes</p> <p>4.3 Control the playback of multimedia files</p> <p>4.4 Adjust display settings to meet needs</p>   |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use multimedia software designed to combine, manipulate and animate a variety of objects and data types in layouts appropriate for subsequent production to screen. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.</p> <p>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.</p> <p>Publication tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predefined or commonly used;</li> <li>&gt; the range of entry, manipulation and outputting techniques will be straightforward or routine; and</li> <li>&gt; the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>D/502/4616 Multimedia Software</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products<br>1.3 Identify how the different elements of the content will be sourced and how they will relate in the design layout<br>1.4 Plan the use of interactive features and transitions to meet needs<br>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<br>2.2 Combine information of different types or from different sources for multimedia outcomes<br>2.3 Describe the file format and storage media to use<br>2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available  |
| 3. Use multimedia software tools to edit and format multimedia content to meet requirements | 3.1 Select and use appropriate techniques to edit and format multimedia outcomes<br>3.2 Manipulate images and graphic elements accurately   |

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|  | <p>3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary</p> <p>3.4 Adjust outcomes in response to any identified quality problems</p>   |
| <p>4. Play and present multimedia outcomes</p> | <p>4.1 Describe what combination of display device and software to use for displaying different multimedia file formats</p> <p>4.2 Select and use appropriate software for displaying multimedia outcomes</p> <p>4.3 Select and use appropriate navigation techniques and playback controls to suit the files</p> <p>4.4 Adjust the display settings of the software and display device to present outcomes effectively</p>   |
| <p><b>Additional information</b></p>           |   |
| <p><i>Unit aim (s)</i></p>                     | <p>This is the ability to use multimedia software designed to combine, manipulate and animate a variety of objects and data types in layouts appropriate for subsequent production to screen. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.</p> <p>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.</p> <p>Publication tools and techniques will be described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be at times non-routine or unfamiliar;</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar</li> </ul> |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>   | <b>H/502/4617 Multimedia software</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>6</b>  |
| <b>GLH:</b>   | <b>45</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                      | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Plan the use of interactive features, transitions and effects to meet needs<br>1.3 Explain the type of multimedia outcome needed and the specification that it must meet<br>1.4 Develop the design layout for multimedia outcomes<br>1.5 Explain how the different elements of the content will relate and what elements of the content will be interactive<br>1.6 Summarise 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 the relevant content<br>2.2 Combine information of different types or from different sources for multimedia outcomes<br>2.3 Select and use appropriate software to write and compress multimedia files<br>2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available   |

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|  | 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<br>3.2 Manipulate images and graphic elements accurately<br>3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary<br>3.4 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs  |
| 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<br>4.2 Select and use appropriate software to optimise the display of multimedia outcomes and maximise impact<br>4.3 Select and adjust the display settings to exploit the features of the display device and optimise the quality of the presentation   |
| <b>Additional information</b>                                    |   |
| <i>Unit aim (s)</i>  | <p>This is the ability to use multimedia software designed to combine, manipulate and animate a variety of objects and data types in layouts appropriate for subsequent production to screen. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content.</p> <p>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.</p> <p>Publication tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there</li> </ul> |

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|  | <p>may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;</p> <ul style="list-style-type: none"> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>D/502/4244 Optimise IT System Performance</b>  |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>                                 | <b>2</b>  |
| <b>GLH:</b>  | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b> | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Maintain hardware and software in working order   | 1.1 Identify the operating system and capacity of the computer system<br>1.2 Take appropriate steps to protect computer hardware against loss or damage<br>1.3 Run anti-virus and other security software regularly<br>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<br>2.2 Backup and restore files and folders<br>2.3 Identify why it is important to undertake routine file housekeeping of the information stored on computer systems<br>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<br>3.2 Respond appropriately to common IT system problems<br>3.3 Identify where to get expert advice<br>3.4 Seek expert advice when appropriate  |
| 4. Customise the working environment to meet needs   | 4.1 Adjust system settings as appropriate to individual needs   |
| <b>Additional information</b>                        |   |
| <i>Unit aim (s)</i>                                  | This is the ability to keep a personal computer system up to date, fully functional and operating   |

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|  | <p>efficiently; and to solve problems and errors involving the interaction between hardware and software components.</p> <p>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.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>H/502/4245 Optimise IT System Performance</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Keep computer hardware and software operating efficiently        | 1.1 Describe the main features and functions of the computer operating system<br>1.2 Take appropriate steps to protect computer hardware from loss or damage<br>1.3 Configure anti-virus and other security software<br>1.4 Install and configure printers and other peripheral devices<br>1.5 Configure network settings for mobile and remote computing<br>1.6 Configure a computer to present or display information to an audience  |
| 2. Manage files and disks to optimise performance                   | 2.1 Use file navigation software to organise files into an appropriate folder structure<br>2.2 Backup and restore files and folders<br>2.3 Describe why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance<br>2.4 Manage file and disk housekeeping so that information is secure and easy to find<br>2.5 Share files and folders with other users<br>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<br>3.2 Describe and record IT system problems   |

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|   | <p>to enable effective support</p> <p>3.3 Describe when to try to solve a problem independently, and when to get expert advice</p> <p>3.4 Troubleshoot and respond to IT system problems appropriately</p> <p>3.5 Check that errors and problems have been resolved satisfactorily</p>   |
| 4. Customise the working environment to optimise performance                                | <p>4.1 Describe methods that can be used to optimise system performance</p> <p>4.2 Select and adjust system settings to optimise performance as appropriate</p> <p>4.3 Configure the automatic start of programmes and other graphical display options</p>   |
| 5. Maintain software to meet performance needs  | <p>5.1 Describe when and how to upgrade software</p> <p>5.2 Use appropriate techniques to maintain software</p> <p>5.3 Locate and install driver files for different devices</p>   |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to keep a personal computer system up to date, fully functional and operating efficiently; and to solve problems and errors involving the interaction between hardware and software components.</p> <p>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.</p> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>K/502/4246 Optimise IT System Performance</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>40</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>         | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Keep computer hardware and software operating efficiently | 1.1 Explain the factors that should be taken into account when choosing an operating system<br>1.2 Take appropriate steps to protect computer hardware from loss or damage<br>1.3 Explain why routine fault-finding procedures are important<br>1.4 Use an appropriate fault-finding procedure to routinely monitor hardware performance<br>1.5 Configure anti-virus and other security software<br>1.6 Install and configure printers and other peripheral devices<br>1.7 Configure synchronisation and maintain security on remote access sessions<br>1.8 Configure a computer to present or display information to an audience |
| 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<br>2.2 Use file navigation software to organise files into an appropriate folder structure<br>2.3 Archive, backup and restore files and folders   |

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|  | <p>2.4 Manage file and disk housekeeping so that information is secure and easy to find</p> <p>2.5 Configure access to remote file systems</p> <p>2.6 Distinguish between data and system file types</p>  |
| 3. Troubleshoot and respond to IT system problems quickly and effectively            | <p>3.1 Assess IT system problems, explain what causes them and how to respond to them and avoid similar problems in the future</p> <p>3.2 Carry out contingency planning to recover from system failure and data loss</p> <p>3.3 Monitor and record IT system problems to enable effective response</p> <p>3.4 Monitor system settings and adjust when necessary</p> <p>3.5 Explain when and where to get expert advice</p> <p>3.6 Help others to select and use appropriate resources to respond to IT system problems</p> <p>3.7 Check that errors and problems have been resolved satisfactorily</p> |
| 4. Plan and monitor the routine and non-routine maintenance of hardware and software | <p>4.1 Clarify the resources that will be needed to carry out maintenance</p> <p>4.2 Develop a plan for the maintenance of IT hardware and software</p> <p>4.3 Monitor the implementation of maintenance plans, updating them where necessary</p>   |
| 5. Review and modify hardware and software to maintain performance                   | <p>5.1 Use appropriate techniques to maintain software for optimum performance</p> <p>5.2 Clarify when and how to upgrade software</p> <p>5.3 Review and modify hardware settings to maintain performance</p>   |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to keep a personal computer system up to date, fully functional and operating efficiently; and to solve problems and errors   |

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|  | <p>involving the interaction between hardware and software components.</p> <p>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.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>                              |

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| <b>Title:</b>   | <b>K/502/4618 Project Management Software</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>            | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Create and define a project                                  | 1.1 Identify the main components of the project management software<br>1.2 Identify the information about the project that must be included<br>1.3 Create a new project file using templates where appropriate<br>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<br>2.2 Enter and edit information about project tasks<br>2.3 Identify time and resources required for the project<br>2.4 Apply a task calendar for scheduling tasks<br>2.5 Enter and edit information about resources for use in the project<br>2.6 Mark any dependencies between tasks<br>2.7 Assign resources to tasks |
| 3. Update information about project progress                    | 3.1 Use editing and formatting techniques to update project elements<br>3.2 Update task status in line with progress<br>3.3 Update information about resources as required  |

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| <p>4. Select and use appropriate tools and techniques to display and report on project status</p>  | <p>4.1 Use filtering and formatting techniques to display project information to meet needs</p> <p>4.2 Select and generate project reports using pre-defined formats to meet needs</p>  |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application that plans, organises and monitors completion of the component tasks within a project in logical sequence, given constraints of people and resource availability. This is not about managing a project although these standards may also be applicable to the project manager.</p> <p>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.</p> <p>At this level project management tools and techniques will be described as ‘basic’ because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predefined in templates or commonly used;</li> <li>&gt; the range of entry, manipulation and outputting techniques will be straightforward or routine; and</li> <li>&gt; the inputting, manipulating and outputting of the information is in response to prompts and is directed by the project manager</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>M/502/4619 Project Management Software</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>            | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Create and define a project                                  | 1.1 Identify the critical information about the project that must be included<br>1.2 Create, store and retrieve project management files effectively in line with local guidelines for storage and use of data where applicable<br>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<br>2.2 Enter and edit information about project tasks<br>2.3 Identify any deadlines and constraints which apply to the project<br>2.4 Identify issues of resource availability and utilisation<br>2.5 Create and apply a task calendar for scheduling tasks<br>2.6 Enter and edit information about resources for use in the project<br>2.7 Adjust templates for project information<br>2.8 Set up and edit dependencies between tasks |
| 3. Update information about project progress                    | 3.1 Describe the methods to update and report information about project progress<br>3.2 Use editing and formatting techniques to update project elements<br>3.3 Update task status in line with progress  |

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|   | <p>3.4 Update information about resources as required</p> <p>3.5 Compare actual progress with project baseline and reschedule uncompleted tasks</p> <p>3.6 Identify any risks and issues that may have an impact on the project</p>   |
| <p>4. Select and use appropriate tools and techniques to display and report on project status</p> | <p>4.1 Select and create project reports to meet needs</p> <p>4.2 Use filtering and formatting techniques to display project information to meet needs</p> <p>4.3 Share project information with other applications</p>   |
| <p><b>Additional information</b></p>  |   |
| <p><i>Unit aim (s)</i></p>  | <p>This is the ability to use a software application that plans, organises and monitors completion of the component tasks within a project in logical sequence, given constraints of people and resource availability. This is not about managing a project although these standards may also be applicable to the project manager.</p> <p>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.</p> <p>Project management tools and techniques will be described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be at times non-routine;</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>   | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |

*Details of the relationship of the unit and relevant national occupational standards*

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

See <http://nos.e-skills.com> for examples of content and context applicable to this unit

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| <b>Title:</b>   | <b>H/502/4620 Project Management Software</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>5</b>  |
| <b>GLH:</b>   | <b>40</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>            | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Create and define a project                                  | 1.1 Explain the critical information about the project that must be included<br>1.2 Create, store and retrieve project management files in line with local guidelines where applicable<br>1.3 Define the project file properties and project options<br>1.4 Create master and sub-projects<br>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<br>2.2 Explain how to set up any deadlines and constraints which apply to the project<br>2.3 Enter and edit information about project tasks<br>2.4 Explain how to resolve issues of resource availability and utilisation<br>2.5 Enter and edit information about resources to be used in the project<br>2.6 Create and apply a task calendar for scheduling tasks<br>2.7 Identify and resolve any issues of resource allocation<br>2.8 Define and set up dependencies between tasks |
| 3. Update information about project progress                    | 3.1 Explain the methods available to track project progress and review against plans  |

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|   | <p>3.2 Use editing and formatting techniques to update project elements</p> <p>3.3 Update task status in line with progress</p> <p>3.4 Update information about resources as required</p> <p>3.5 Compare actual progress with project baseline and reschedule uncompleted tasks</p> <p>3.6 Identify and assess the impact of risks and issues on the project</p> <p>3.7 Manage information on project risks and issues</p>   |
| <p>4. Select and use appropriate tools and techniques to display and report on project status</p> | <p>4.1 Create and customise project reports to meet needs</p> <p>4.2 Use filtering and formatting techniques to display project information to meet needs</p> <p>4.3 Share project information with other applications</p>   |
| <p><b>Additional information</b></p>  |  |
| <p><i>Unit aim (s)</i></p>  | <p>This is the ability to use a software application that plans, organises and monitors completion of the component tasks within a project in logical sequence, given constraints of people and resource availability. This is not about managing a project although these standards may also be applicable to the project manager.</p> <p>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.</p> <p>Project management tools and techniques at this level will be described as ‘advanced’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>&gt; approaches to the inputting, manipulating and outputting of information will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and managing the information within the software package</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit   |

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| <b>Title:</b>  | <b>K/502/4621 Presentation Software</b>   |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                       | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Input and combine text and other information within presentation slides | 1.1 Identify what types of information are required for the presentation<br>1.2 Select and use different slide layouts as appropriate for different types of information<br>1.3 Enter information into presentation slides so that it is ready for editing and formatting<br>1.4 Identify any constraints which may affect the presentation<br>1.5 Combine information of different forms or from different sources for presentations<br>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<br>2.2 Select and use an appropriate template to structure slides<br>2.3 Select and use appropriate techniques to edit slides<br>2.4 Select and use appropriate techniques to format slides  |
| 3. Prepare slides for presentation to meet needs                           | 3.1 Identify how to present slides to meet needs and communicate effectively<br>3.2 Prepare slides for presentation<br>3.3 Check presentation meets needs, using IT tools and making corrections as necessary   |
| <b>Additional information</b>  |   |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.</p> <p>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. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Presentation tools and techniques at this level are described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be predefined or commonly used;</li> <li>&gt; the range of entry, manipulation and outputting techniques will be straightforward or routine; and</li> <li>&gt; the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>M/502/4622 Presentation Software</b>  |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>GLH:</b>  | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                             | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Input and combine text and other information within presentation slides       | 1.1 Identify what types of information are required for the presentation<br>1.2 Enter text and other information using layouts appropriate to type of information<br>1.3 Insert charts and tables into presentation slides<br>1.4 Insert images, video or sound to enhance the presentation<br>1.5 Identify any constraints which may affect the presentation<br>1.6 Organise and combine information of different forms or from different sources for presentations<br>1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available |
| 2. Use presentation software tools to structure, edit and format slide sequences | 2.1 Identify what slide structure and themes to use<br>2.2 Select, change and use appropriate templates for slides<br>2.3 Select and use appropriate techniques to edit slides and presentations to meet needs<br>2.4 Select and use appropriate techniques to format slides and presentations<br>2.5 Identify what presentation effects to use to enhance the presentation<br>2.6 Select and use animation and transition effects appropriately to enhance slide sequences  |

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| <p>3. Prepare slideshow for presentation</p>   | <p>3.1 Describe how to present slides to meet needs and communicate effectively</p> <p>3.2 Prepare slideshow for presentation</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.</p> <p>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 that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.</p> <p>Presentation tools and techniques at this level will be described as ‘intermediate’ because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions used will be at times non-routine or unfamiliar;</li> <li>&gt; the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>T/502/4623 Presentation software</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>6</b>   |
| <b>GLH:</b>  | <b>45</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                           | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Input and combine text and other information within presentation slides     | 1.1 Explain what types of information are required for the presentation<br>1.2 Enter text and other information using layouts appropriate to type of information<br>1.3 Insert charts and tables and link to source data<br>1.4 Insert images, video or sound to enhance the presentation<br>1.5 Identify any constraints which may affect the presentation<br>1.6 Organise and combine information for presentations in line with any constraints<br>1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available |
| 2. Use presentation software tools to structure, edit and format presentations | 2.1 Explain when and how to use and change slide structure and themes to enhance presentations<br>2.2 Create, amend and use appropriate templates and themes for slides<br>2.3 Explain how interactive and presentation effects can be used to aid meaning or impact<br>2.4 Select and use appropriate techniques to edit and format presentations to meet needs<br>2.5 Create and use interactive elements to enhance presentations<br>2.6 Select and use animation and transition techniques appropriately to enhance  |

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|   | presentations  |
| 3. Prepare interactive slideshow for presentation | <p>3.1 Explain how to present slides to communicate effectively for different contexts</p> <p>3.2 Prepare interactive slideshow and associated products for presentation</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them</p> <p>3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose</p>  |
| <b>Additional information</b>                     |  |
| <i>Unit aim (s)</i>                               | <p>This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.</p> <p>This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.</p> <p>Presentation tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul> |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>  | <b>H/502/9154 Internet safety for IT users</b>  |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Understand the risks that can exist when using the internet                         | 1.1 Identify risks to user safety and privacy<br>1.2 Identify risks to data security<br>1.3 Identify risks to system performance and integrity<br>1.4 Outline how to minimise internet risks<br>1.5 Outline factors that affect the reliability of information on websites  |
| 2. Know how to safeguard self and others when working online                           | 2.1 Take appropriate precautions to ensure own safety and privacy<br>2.2 Protect personal information online<br>2.3 Carry out checks on others' online identity<br>2.4 Describe the forms and features of cyber bullying<br>2.5 Identify when and how to report online safety issues<br>2.6 Identify where to get online help and information on e-safety |
| 3. Take precautions to maintain data security  | 3.1 Take appropriate precautions to maintain data security<br>3.2 Take appropriate precautions to maintain system performance and integrity<br>3.3 Use appropriate browser safety and security settings<br>3.4 Use appropriate client software safety and security settings   |
| 4. Follow legal constraints, guidelines and procedures which apply when working online | 4.1 Identify legal constraints on the uploading and downloading of software and other digital content<br>4.2 Identify legal constraints on online behaviour<br>4.3 Correctly observe guidelines and procedures for the safe use of the internet   |
| <b>Additional information</b>  |   |

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| <i>Unit aim (s)</i>   | This unit is about the ability of a user to understand potential risks to self, equipment and data security when using the internet. It concerns itself with working safely and responsibly online whilst taking appropriate measures to safeguard themselves and others. |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> |   |

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| <b>Title:</b>   | <b>L/502/4384 IT Software Fundamentals</b>   |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Select and use software applications to meet needs and solve problems                    | 1.1 Identify different software applications and give examples of their use<br>1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems<br>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<br>2.2 Apply editing techniques to refine information as required<br>2.3 Combine information of different forms or from different sources to meet needs<br>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<br>3.2 Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate  |
| 4. Make effective use of IT tools and facilities to present information                     | 4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience<br>4.2 Review the effectiveness of the IT tools selected to meet presentation needs   |
| <b>Additional information</b>   |  |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to decide which IT software application is appropriate to use to process different types of data, and to use a range of applications to produce and present information.</p> <p>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.</p> <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> <li>&gt; the task or context need will be familiar and involve few factors (for example, time available, audience needs, message, structure);</li> <li>&gt; the input and output of information will be predetermined by the person supervising the task; and</li> <li>&gt; the techniques used will be familiar or commonly undertaken</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>R/502/4385 IT Software Fundamentals</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 1. Select and use appropriate software applications to meet needs and solve problems                 | 1.1 Describe what types of information are needed<br>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<br>2.2 Use appropriate techniques to combine image and text components<br>2.3 Combine information of different forms or from different sources<br>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<br>3.2 Identify inconsistencies or quality issues with the presentation of information<br>3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate   |
| 4. Evaluate the selection and use of IT tools and facilities to present information                  | 4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements<br>4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work  |
| <b>Additional information</b>  |  |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to decide which IT software application is appropriate to use to process different types of data, and to use a range of applications to produce and present information.</p> <p>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.</p> <p>An activity will typically be ‘non-routine or unfamiliar’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for developing the input or output of information; and</li> <li>&gt; the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>Y/502/4209 Set up an IT System</b>  |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                           | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Identify any health and safety issues associated with setting up an IT system<br>1.3 Connect up the components of an IT system safely, including a printer and other peripheral devices<br>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<br>2.2 Identify the details needed to connect to an Internet Service Provider (ISP)<br>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<br>3.2 Identify what security precautions need to be addressed when connecting to the internet<br>3.3 Set up and configure virus protection software<br>3.4 Set up files and software to meet needs   |
| 4. Check that the IT system and communication service are working successfully | 4.1 Identify simple tests that can be used to check the system<br>4.2 Identify simple communication tests that can be used to check the internet connection  |

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|  | <p>4.3 Run tests to check that the system and communication service are working successfully</p> <p>4.4 Identify how to report faults and seek expert help</p> <p>4.5 Respond to error messages and report faults as appropriate</p>  |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to safely set up the components of an IT system (e.g. personal computer - PC, keyboard, mouse and printer), removable storage media (e.g. data stick or external DVD drive), and communication service to access the Internet and associated software and check that they are working properly.</p> <p>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.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>L/502/4210 Set up an IT System</b>   |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Describe any health and safety issues associated with setting up an IT system<br>1.3 Describe the characteristics of IT systems that affect performance<br>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<br>2.2 Describe the factors that affect data transfer<br>2.3 Select and connect to a communication service from an IT system<br>2.4 Identify the login and password details needed to connect to an Internet Service Provider (ISP)  |
| 3. Install and configure software for use  | 3.1 Configure the user interface to meet needs<br>3.2 Describe what security precautions need to be addressed<br>3.3 Set up and configure virus protection software<br>3.4 Install and set up application software to meet needs<br>3.5 Backup and restore system and data files  |

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| <p>4. Check that the IT system and communication service are working successfully</p>              | <p>4.1 Identify what tests can be used to check the IT system and communications</p> <p>4.2 Select and run suitable tests to make sure that the system and communication service are working successfully</p> <p>4.3 Identify the help and troubleshooting facilities available to solve problems</p> <p>4.4 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to safely set up the components of an IT system (e.g. personal computer - PC, keyboard, mouse and printer), removable storage media (e.g. data stick or external DVD drive), and communication service to access the Internet and associated software and check that they are working properly.</p> <p>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.</p> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>R/502/4211 Set up an IT System</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>5</b>   |
| <b>GLH:</b>  | <b>40</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Explain any health and safety issues associated with setting up an IT system<br>1.3 Explain the characteristics of IT systems that affect performance<br>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<br>2.2 Explain what effect variations in data transmission speed may have<br>2.3 Select and connect communication hardware safely to an IT system<br>2.4 Select and connect to a communication service from an IT system<br>2.5 Explain the factors which influence choice of Internet Service Provider   |
| 3. Install and configure operating system and application software ready for use                             | 3.1 Configure the user interface to meet needs<br>3.2 Explain what security precautions need to be addressed for the system to be used securely online by several users<br>3.3 Install, set up and configure virus protection and other security systems and software  |

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|   | <p>3.4 Explain the benefits and risks of using disk partitions or other backup locations</p> <p>3.5 Establish a backup routine for data and system</p> <p>3.6 Install, set up and configure application software to meet needs</p>   |
| 4. Check that the IT system and communication service are working successfully              | <p>4.1 Explain what system tests and communication tests are needed and why</p> <p>4.2 Select and run suitable tests to make sure that the system and communication service are working successfully</p> <p>4.3 Explain the range of help and troubleshooting facilities available to solve problems</p> <p>4.4 Establish procedures for recovery in the event of system faults or failures</p> <p>4.5 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action</p>                   |
| <b>Additional information</b>   |  |
| <i>Unit aim (s)</i>   | <p>This is the ability to safely set up the components of an IT system (e.g. personal computer - PC, keyboard, mouse and printer), removable storage media (e.g. data stick or external DVD drive), and communication service to access the Internet and associated software and check that they are working properly.</p> <p>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.</p> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)  |

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|  | See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |
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| <b>Title:</b>  | <b>L/502/4398 Specialist Software</b>  |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>GLH:</b>  | <b>15</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                         | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Organise and combine information of different forms or from different sources<br>1.3 Follow local and/or legal guidelines for the storage and use of data where available<br>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<br>2.2 Check information meets needs, using IT tools and making corrections as necessary<br>2.3 Use appropriate presentation methods and accepted layouts  |
| <b>Additional information</b>  |  |
| <i>Unit aim (s)</i>  | <p>This is the ability to select and use a suitable specialist software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.</p> <p>This unit is about the skills and knowledge needed by an IT User to use basic specialist software tools and techniques appropriately</p> |

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|  | <p>for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Specialist software tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will be pre-defined or commonly used;</li> <li>&gt; the range of inputting, manipulation and outputting techniques are straightforward or routine; and</li> <li>&gt; the data type and structure will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>R/502/4399 Specialist Software</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |
| <b>The learner will;</b>  | <b>The learner can;</b>   |
| 1. Input and combine information using specialist applications                      | 1.1 Input relevant information accurately so that it is ready for processing<br>1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software<br>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<br>2.2 Select and use appropriate structures and/or layouts to organise information<br>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<br>3.2 Check information meets needs, using IT tools and making corrections as necessary<br>3.3 Select and use appropriate methods to present information   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | This is the ability to select and use a suitable specialist software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use |

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|  | <p>the software application appropriately and effectively.</p> <p>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.</p> <p>Specialist software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>&gt; 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;</li> <li>&gt; the user will take some responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>A/502/4400 Specialist Software</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Input and combine information using specialist software                                   | 1.1 Input relevant information accurately so that it is ready for processing<br>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<br>2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently<br>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<br>3.2 Check information meets needs, using IT tools and making corrections as necessary<br>3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs<br>3.4 Select and use presentation methods to aid clarity and meaning |
| <b>Additional information</b>  |   |
| <i>Unit aim (s)</i>  | This is the ability to select and use a suitable specialist software application to carry out an  |

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|  | <p>appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.</p> <p>This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced specialist software tools and techniques for complex or non-routine information.</p> <p>Specialist software tools and techniques at this level are defined as:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for inputting, manipulating and outputting the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>A/502/4624 Spreadsheet Software</b>  |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Enter and edit numerical and other data accurately<br>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<br>2.2 Use functions and formulas to meet calculation requirements<br>2.3 Use spreadsheet tools and techniques to summarise and display information  |
| 3. Select and use appropriate tools and techniques to present spreadsheet information effectively | 3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns<br>3.2 Identify which chart or graph type to use to display information<br>3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs<br>3.4 Select and use appropriate page layout to present and print spreadsheet information<br>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary |
| <b>Additional information</b>   |   |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs. 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.</p> <p>Spreadsheet software tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of data entry, manipulation, formatting and outputting techniques are straightforward;</li> <li>&gt; the tools, formulas and functions involved will be predetermined or commonly used (for example, sum, divide, multiply, take away and fractions); and</li> <li>&gt; the structure and functionality of the spreadsheet will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>F/502/4625 Spreadsheet Software</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>GLH:</b>  | <b>30</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>                                 | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Enter and edit numerical and other data accurately<br>1.3 Combine and link data across worksheets<br>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<br>2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements<br>2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements   |
| 3. Select and use tools and techniques to present and format spreadsheet information | 3.1 Plan how to present and format spreadsheet information effectively to meet needs<br>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets<br>3.3 Select and format an appropriate chart or graph type to display selected information<br>3.4 Select and use appropriate page layout to present and print spreadsheet information<br>3.5 Check information meets needs, using |

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|  | <p>spreadsheet tools and making corrections as necessary</p> <p>3.6 Describe how to find errors in spreadsheet formulas</p> <p>3.7 Respond appropriately to any problems with spreadsheets</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.</p> <p>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.</p> <p>Spreadsheet software tools and techniques will be described as 'Intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;</li> <li>&gt; the tools, formulas and functions need to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and</li> <li>&gt; the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>  | <b>J/502/4626 Spreadsheet software</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>6</b>  |
| <b>GLH:</b>  | <b>45</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Enter and edit numerical and other data accurately<br>1.3 Combine and link data from different sources<br>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<br>2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements<br>2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements<br>2.4 Select and use forecasting tools and techniques  |
| 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<br>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively<br>3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs<br>3.4 Select and use appropriate page layout to present, print and publish spreadsheet information<br>3.5 Explain how to find and sort out any errors in formulas<br>3.6 Check spreadsheet information meets |

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|  | <p>needs, using IT tools and making corrections as necessary</p> <p>3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets</p>   |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>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.</p> <p>Spreadsheet software tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>• the range of data entry, manipulation and outputting techniques will be complex and non-routine</li> <li>• 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)</li> <li>• the user will take full responsibility for setting up and developing the functionality of the spreadsheet</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> |  |

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| <b>Title:</b>   | <b>L/502/4627 Word Processing Software</b>   |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>20</b>  |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>  |
| 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<br>1.2 Identify what templates are available and when to use them<br>1.3 Use keyboard or other input method to enter or insert text and other information<br>1.4 Combine information of different types or from different sources into a document<br>1.5 Enter information into existing tables, forms and templates<br>1.6 Use editing tools to amend document content<br>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<br>2.2 Select and apply heading styles to text   |
| 3. Use word processing software tools to format and present documents                             | 3.1 Identify what formatting to use to enhance presentation of the document<br>3.2 Select and use appropriate techniques to format characters and paragraphs<br>3.3 Select and use appropriate page layout to present and print documents<br>3.4 Check documents meet needs, using IT tools and making corrections as necessary  |
| <b>Additional information</b>   |  |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.</p> <p>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.</p> <p>Word processing tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be pre-determined or commonly used; and</li> <li>&gt; the techniques needed for text entry, manipulation and outputting will be straightforward or routine</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>  | <b>R/502/4628 Word Processing Software</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Enter and combine text and other information accurately within word processing documents            | 1.1 Identify what types of information are needed in documents<br>1.2 Use appropriate techniques to enter text and other information accurately and efficiently<br>1.3 Select and use appropriate templates for different purposes<br>1.4 Identify when and how to combine and merge information from other software or other documents<br>1.5 Select and use a range of editing tools to amend document content<br>1.6 Combine or merge information within a document from a range of sources<br>1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available |
| 2. Create and modify layout and structures for word processing documents                               | 2.1 Identify the document requirements for structure and style<br>2.2 Identify what templates and styles are available and when to use them<br>2.3 Create and modify columns, tables and forms to organise information<br>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<br>3.2 Select and use appropriate techniques to format characters and paragraphs   |

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|  | <p>3.3 Select and use appropriate page and section layouts to present and print documents</p> <p>3.4 Describe any quality problems with documents</p> <p>3.5 Check documents meet needs, using IT tools and making corrections as necessary</p> <p>3.6 Respond appropriately to quality problems with documents so that outcomes meet needs</p>  |
| <p><b>Additional information</b></p>   |  |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.</p> <p>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.</p> <p>Word processing tools and techniques will be described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions will be at times non-routine or unfamiliar;</li> <li>&gt; the choice of techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for the inputting, manipulating and outputting of the information</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>  |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>  |

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| <b>Title:</b>   | <b>Y/502/4629 Word Processing Software</b>  |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>6</b>  |
| <b>GLH:</b>   | <b>45</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>  | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently<br>1.3 Create, use and modify appropriate templates for different types of documents<br>1.4 Explain how to combine and merge information from other software or multiple documents<br>1.5 Combine and merge information within a document from a range of sources<br>1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available<br>1.7 Select and use tools and techniques to work with multiple documents or users<br>1.8 Customise interface to meet needs |
| 2. Create and modify appropriate layouts, structures and styles for word processing documents | 2.1 Analyse and explain the requirements for structure and style<br>2.2 Create, use and modify columns, tables and forms to organise information<br>2.3 Define and modify styles for document elements<br>2.4 Select and use tools and techniques to organise and structure long documents  |

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| <p>3. Use word processing software tools and techniques to format and present documents effectively to meet requirements</p> | <p>3.1 Explain how the information should be formatted to aid meaning</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary</p> <p>3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose</p> <p>3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose</p>   |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.</p> <p>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.</p> <p>Word processing tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>&gt; 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 (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;</li> <li>&gt; the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and</li> <li>&gt; the user will take full responsibility for the inputting, manipulating and outputting of the information</li> </ul> |

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| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>   |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)<br><br>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit |

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| <b>Title:</b>   | <b>L/502/4630 Website Software</b>  |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>            | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Plan and create web pages                                    | 1.1 Identify what content and layout will be needed in the web page<br>1.2 Identify the purpose of the webpage and intended audience<br>1.3 Select and use a website design template to create a single web page<br>1.4 Enter or insert content for web pages so that it is ready for editing and formatting<br>1.5 Organise and combine information needed for web pages<br>1.6 Identify copyright and other constraints on using others' information<br>1.7 Identify what file types to use for saving content<br>1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available |
| 2. Use website software tools to structure and format web pages | 2.1 Identify what editing and formatting to use to aid both clarity and navigation<br>2.2 Select and use website features to help the user navigate simple websites<br>2.3 Use appropriate editing and formatting techniques<br>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<br>3.2 Respond appropriately to common problems when testing a web page   |
| <b>Additional information</b>                                   |   |

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| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed for planning, designing and building websites.</p> <p>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.</p> <p>Website software tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will be predefined or commonly used;</li> <li>&gt; the range of inputting, manipulation and outputting techniques are straightforward or routine; and</li> <li>&gt; the template used for the content will be predetermined or familiar</li> </ul> |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>   |

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| <b>Title:</b>   | <b>R/502/4631 Website Software</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>30</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>          | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 1. Create structures and styles for websites                  | 1.1 Describe what website content and layout will be needed for each page<br>1.2 Plan and create web page templates to layout<br>1.3 Select and use website features and structures to help the user navigate round web pages within the site<br>1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand<br>1.5 Describe how copyright and other constraints may affect the website<br>1.6 Describe what access issues may need to be taken into account<br>1.7 Describe what file types to use for saving content<br>1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available |
| 2. Use website software tools to prepare content for websites | 2.1 Prepare content for web pages so that it is ready for editing and formatting<br>2.2 Organise and combine information needed for web pages including across different software<br>2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation<br>2.4 Select and use appropriate development techniques to link information across pages  |

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|   | <p>2.5 Change the file formats appropriately for content</p> <p>2.6 Check web pages meet needs, using IT tools and making corrections as necessary</p>  |
| 3. Publish websites   | <p>3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned</p> <p>3.2 Identify any quality problems with websites and how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website</p> <p>3.4 Respond appropriately to problems with multiple page websites</p>   |
| <b>Additional information</b>   |   |
| <i>Unit aim (s)</i>   | <p>This is the ability to use a software application designed for planning, designing and building websites.</p> <p>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.</p> <p>Website software tools and techniques will be described as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>&gt; the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>&gt; the choice and use of development techniques will need to take account of a number of factors or elements; and</li> <li>&gt; the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content</li> </ul> |
| <i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>    | See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>  |
| <i>Details of the relationship of the unit and relevant national occupational standards</i> | Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)   |

See <http://nos.e-skills.com> for examples of content and context applicable to this unit

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| <b>Title:</b>  | <b>Y/502/4632 Website Software</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>40</b>   |
| <b>Learning Outcomes</b><br><b>The learner will;</b>   | <b>Assessment Criteria</b><br><b>The learner can;</b>   |
| 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<br>1.2 Plan and create web page templates to layout content<br>1.3 Select and use website features and structures to enhance website navigation and functionality<br>1.4 Create, select and use styles to enhance website consistency and readability<br>1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites<br>1.6 Explain what access issues may need to be taken into account<br>1.7 Explain when and why to use different file types for saving content<br>1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available |
| 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<br>2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software<br>2.3 Select and use appropriate editing and formatting techniques to aid meaning<br>2.4 Select and use appropriate programming and development  |

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|  | <p>techniques to add features and enhance websites</p> <p>2.5 Select and use file formats that make information easier to download</p> <p>2.6 Check web pages meet needs, using IT tools and making corrections as necessary</p>  |
| <p>3. Publish and test multiple page websites with multimedia and interactive features</p> | <p>3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned</p> <p>3.2 Identify any quality problems with websites and explain how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently</p> <p>3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose</p>   |
| <p><b>Additional information</b></p>   |   |
| <p><i>Unit aim (s)</i></p>   | <p>This is the ability to use a software application designed for planning, designing and building websites.</p> <p>This unit is about the skills and knowledge required by an IT user to select and use a range of advanced of website software tools and techniques to develop multiple-page websites with multimedia and interactive features.</p> <p>Website software techniques will be described as ‘advanced’ because:</p> <ul style="list-style-type: none"> <li>&gt; 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;</li> <li>&gt; the development techniques will be complex, and will involve research, identification and application; and</li> </ul> |

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|  | <p>&gt; the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information</p>                                      |
| <p><i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i></p>    | <p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>   |
| <p><i>Details of the relationship of the unit and relevant national occupational standards</i></p> | <p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p> |