



**Highfield**

Qualifications®

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## Qualification Specification

### Highfield Level 2 Award in IT User Skills (RQF)

Qualification Number: 603/6370/8

### Highfield Level 2 Certificate in IT User Skills (RQF)

Qualification Number: 603/6371/X

### Highfield Level 2 Diploma in IT User Skills (RQF)

Qualification Number: 603/6373/3

Version 1 August 2020

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## Highfield Level 2 Award in IT User Skills (RQF)

## Highfield Level 2 Certificate in IT User Skills (RQF)

## Highfield Level 2 Diploma in IT User Skills (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

These qualifications have been developed and are awarded by Highfield Qualifications, and sit on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. These qualifications are also regulated by Qualifications Wales.

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### Key facts

<b>Qualification number:</b>	Award: 603/6370/8 Certificate: 603/6371/X Diploma: 603/6373/3
<b>Learning aim reference:</b>	Award: 60363708 Certificate: 6036371X Diploma: 60363733
<b>Credit value:</b>	Award: 11 Certificate: 19 Diploma: 40
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	Award: 75 Certificate: 135 Diploma: 295
<b>Total qualification time (TQT):</b>	Award: 110 Certificate: 190 Diploma: 400

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### Qualification overview and objective

The objective of these qualifications is to prepare learners for employment or support a learner's role in the workplace. They are designed to support learners to enhance and progress their IT skills, in a variety of different contexts and units available to suit learners working in different organisations, or seeking work in different areas. These qualifications can also prepare learners to progress to a higher-level IT-based qualification or apprenticeship programme.

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### Entry requirements

To register on to this qualification, learners are required to be 14 years of age or above. However, consideration must be given as to the age and ability of learners throughout delivery.

## Centre requirements

To effectively deliver and assess this qualification, centres must have sufficient IT-related resources in place for learners to sufficiently demonstrate evidence.

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## Guidance on delivery

The total qualification times (TQT) and guided learning hours (GLH) for these qualifications are:

	TQT	GLH
Award	110	75
Certificate	190	135
Diploma	400	295

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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## Guidance on assessment

This qualification is assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Suggested assessment paperwork is available on the Highfield Qualifications website.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass.

Examples of evidence for the portfolio could include:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion
- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and

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that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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### Assessor requirements

Highfield Qualifications **recommends** nominated assessors for this qualification to meet the following requirements.

- Have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and relevant qualifications
  - Hold or be working towards a recognised assessing qualification, which could include any of the following:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Learner Performance Using a Range of Methods
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
  - Maintain appropriate continued professional development (CPD) for the subject area.
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### Internal quality assurance (IQA) requirements

Highfield Qualifications **recommends** internal quality assurers for this qualification to meet the following requirements.

- Have relevant subject knowledge:
  - Hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
    - D34 or V1 verifier awards
  - Maintain appropriate continued professional development (CPD) for the subject area.
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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

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- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### **Progression opportunities**

On successful completion of this qualification, learners may wish to continue their development by undertaking a level 3 qualification in IT User Skills or an IT-based apprenticeship.

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### **Useful websites**

[www.highfieldqualifications.com](http://www.highfieldqualifications.com) (Qualifications)

[www.highfieldproducts.com](http://www.highfieldproducts.com) (Products)

[www.highfieldinternational.com](http://www.highfieldinternational.com) (International)

[www.highfeldelearning.com](http://www.highfeldelearning.com) (E-learning)

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## Appendix 1: Qualification structure

To complete the **Highfield Level 2 Award in IT User Skills (RQF)**, learners must complete:

- a **minimum of 11 credits** from optional groups A, B or C comprising:
  - a **minimum of 8 credits** achieved from **optional group B**
  - a **maximum of 4 credits** achieved from **optional groups A or C**

To complete the **Highfield Level 2 Certificate in IT User Skills (RQF)**, learners must complete:

- **one mandatory unit**, and;
- a **minimum of 15 credits** from optional groups A, B or C comprising:
  - a **minimum of 7 credits** achieved from **optional group B**
  - a **maximum of 12 credits** achieved from **optional groups A or C**

To complete the **Highfield Level 2 Diploma in IT User Skills (RQF)**, learners must complete the following:

- **one mandatory unit**, and;
- a **minimum of 36 credits** from optional groups A, B or C comprising:
  - a **minimum of 18 credits** achieved from **optional group B**
  - a **maximum of 19 credits** achieved from **optional groups A or C**

### Mandatory unit (Certificate and Diploma only)

Unit reference	Unit title	Level	GLH	Credit
J/502/4156	Improving Productivity using IT	2	30	4

### Optional group A

Unit reference	Unit title	Level	GLH	Credit
A/502/4395	Bespoke Software	1	15	2
Y/502/4291	IT Communication Fundamentals	1	15	2
A/502/4378	Using Collaborative Technologies	1	20	3
H/502/4553	Database Software	1	20	3
F/502/4558	Data Management Software	1	20	2
J/502/4299	Using Email	1	15	2
T/502/4296	Using the Internet	1	20	3
R/502/4256	IT Security for Users	1	10	1
K/502/4621	Presentation Software	1	20	3
Y/502/4209	Set up an IT System	1	20	3

A/502/4624	Spreadsheet Software	1	20	3
J/502/4206	IT User Fundamentals	1	20	3
L/502/4627	Word Processing Software	1	20	3
L/502/4630	Website Software	1	20	3
T/502/4153	Improving Productivity using IT	1	20	3

**Optional group B**

Unit reference	Unit title	Level	GLH	Credit
F/502/4396	Bespoke Software	2	20	3
D/502/4292	IT Communication Fundamentals	2	15	2
F/502/4379	Using Collaborative Technologies	2	30	4
M/502/4555	Database Software	2	30	4
J/502/4559	Data Management Software	2	20	3
M/502/4300	Using Email	2	20	3
A/502/4297	Using the Internet	2	30	4
Y/502/4257	IT Security for Users	2	15	2
M/502/4622	Presentation Software	2	30	4
L/502/4210	Set up an IT System	2	30	4
F/502/4625	Spreadsheet Software	2	30	4
R/502/4628	Word Processing Software	2	30	4
R/502/4631	Website Software	2	30	4
J/502/4156	Improving Productivity using IT	2	30	4

**Optional group C**

Unit reference	Unit title	Level	GLH	Credit
J/502/4397	Bespoke Software	3	30	4
T/502/4380	Using Collaborative Technologies	3	45	6
T/502/4556	Database Software	3	45	6
A/502/4560	Data Management Software	3	30	4
T/502/4301	Using Email	3	20	3
D/502/4258	IT Security for Users	3	20	3
T/502/4623	Presentation Software	3	45	6
R/502/4211	Set up an IT System	3	40	5
J/502/4626	Spreadsheet Software	3	45	6
Y/502/4629	Word Processing Software	3	45	6



Y/502/4632	Website Software	3	40	5
L/502/4157	Improving Productivity using IT	3	40	5

### Barred units

This qualification contains the following barred combinations. Learners must achieve no more than one unit of the same title:

Barred units			
Bespoke Software	A/502/4395	F/502/4396	J/502/4397
IT Communication Fundamentals	Y/502/4291	D/502/4292	
Using Collaborative Technologies	A/502/4378	F/502/4379	T/502/4380
Database Software	H/502/4553	M/502/4555	T/502/4556
Data Management Software	F/502/4558	J/502/4559	A/502/4560
Using Email	J/502/4299	M/502/4300	T/502/4301
Using the Internet	T/502/4296	A/502/4297	
IT Security for Users	R/502/4256	Y/502/4257	D/502/4258
Presentation Software	K/502/4621	M/502/4622	T/502/4623
Set up an IT System	Y/502/4209	L/502/4210	R/502/4211
Spreadsheet Software	A/502/4624	F/502/4625	J/502/4626
Word Processing Software	L/502/4627	R/502/4628	Y/502/4629
Website Software	L/502/4630	R/502/4631	Y/502/4632
Improving Productivity using IT	T/502/4153	J/502/4156	L/502/4157

## Appendix 2: Qualification content

**Unit Title:** Improving Productivity using IT  
**Unit number:** J/502/4156  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Plan, select and use appropriate IT systems and software for different purposes</b></p>	<p>1.1 Describe the purpose for using IT</p> <p>1.2 Describe the methods, skills and resources required to complete the task successfully</p> <p>1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome</p> <p>1.4 Describe any factors that may affect the task</p> <p>1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes</p> <p>1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications</p> <p>1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity</p>
<p><b>2. Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful</b></p>	<p>2.1 Review ongoing use of IT tools and techniques and change the approach as needed</p> <p>2.2 Describe whether the IT tools selected were appropriate for the task and purpose</p> <p>2.3 Assess strengths and weaknesses of final work</p> <p>2.4 Describe ways to make further improvements to work</p> <p>2.5 Review outcomes to make sure they match requirements and are fit for purpose</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Develop and test solutions to improve the ongoing use of IT tools and systems</b></p>	<p>3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency</p> <p>3.2 Describe ways to improve productivity and efficiency</p> <p>3.3 Develop solutions to improve own productivity in using IT</p> <p>3.4 Test solutions to ensure that they work as intended</p>

**Unit Title:** Improving Productivity using IT  
**Unit number:** T/502/4153  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Plan the use of appropriate IT systems and software to meet requirements</b></p>	<p>1.1 Identify the purpose for using IT</p> <p>1.2 Identify the methods, skills and resources required to complete the task successfully</p> <p>1.3 Plan how to carry out the tasks using IT to achieve the required purpose and outcomes</p> <p>1.4 Identify reasons for choosing particular IT systems and software applications for the tasks</p> <p>1.5 Select IT systems and software applications as appropriate for the purpose</p> <p>1.6 Identify any legal or local guidelines or constraints that may affect the task or activity</p>
<p><b>2. Use IT systems and software efficiently to complete planned tasks</b></p>	<p>2.1 Identify automated routines to improve productivity</p> <p>2.2 Use automated routines that aid efficient processing or presentation</p> <p>2.3 Complete planned tasks using IT</p>
<p><b>3. Review the selection and use of IT tools to make sure that work activities are successful</b></p>	<p>3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose</p> <p>3.2 Decide whether the IT tools selected were appropriate for the task and purpose</p> <p>3.3 Identify the strengths and weaknesses of the completed task</p> <p>3.4 Identify ways to make further improvements to work</p>

**Unit Title:** Improving Productivity using IT  
**Unit number:** L/502/4157  
**Credit:** 5  
**GLH:** 40  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Plan, select and use appropriate IT systems and software for different purposes</b></p>	<p>1.1 Explain the purpose for using IT</p> <p>1.2 Analyse the methods, skills and resources required to complete the task successfully</p> <p>1.3 Analyse any factors that may affect the task</p> <p>1.4 Critically compare alternative methods to produce the intended outcome</p> <p>1.5 Develop plans for using IT for different tasks and purposes, including contingencies</p> <p>1.6 Select IT systems and software applications as appropriate to purposes and use them to produce effective outcomes</p> <p>1.7 Explain why different software applications could be chosen to suit different tasks, purposes and outcomes</p> <p>1.8 Explain any legal or local guidelines or constraints which apply to the task or activity</p>
<p><b>2. Evaluate the selection and use of IT tools to make sure that activities are successful</b></p>	<p>2.1 Critically compare the strengths and weaknesses of own and other people’s final work</p> <p>2.2 Review ongoing use of IT tools and techniques and change the approach as needed</p> <p>2.3 Evaluate and test solutions to make sure they match requirements and are fit 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><b>3. Devise solutions to improve the use of IT tools and systems for self and others</b></p>	<p>3.1 Evaluate the productivity and efficiency of IT systems and procedures used by self and others</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<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>

**Unit Title:**      **Bespoke Software**  
**Unit number:**    A/502/4395  
**Level:**            1  
**Credit:**           2  
**GLH:**              15

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

Amplification
<p><b>LO1 Input, organise and combine information using bespoke software</b></p> <ul style="list-style-type: none"> <li>• <b>Local and/or legal guidelines</b> for the storage and use of data:                             <ul style="list-style-type: none"> <li>○ GDPR – General Data Protection Regulations</li> <li>○ computer misuse, e.g. illegal or illicit use, use of software for personal reasons</li> <li>○ internal quality policies, e.g. no personal USB drives</li> <li>○ follow relevant IT policies, training materials, etc.</li> </ul> </li> <li>• <b>Respond appropriately</b> to data entry error messages:                             <ul style="list-style-type: none"> <li>○ follow organisational guidelines on how to respond to errors within limits of own responsibilities</li> <li>○ awareness and understanding of different error messages, thoroughly read and respond appropriately, consult training materials/relevant FAQs</li> <li>○ if any uncertainty, ask the relevant person for assistance</li> </ul> </li> </ul>

**LO2 Use tools and techniques to edit, process, format and present information**

- **Appropriate tools and techniques** to edit, process and format information:
  - dependent on the software used
  - select the correct tool for the correct task
  - follow relevant IT policies, training materials, etc.
  - only use approved software and tools with appropriate commercial licences



**Unit Title:**      **Bespoke Software**  
 Unit number:    F/502/4396  
 Credit:            3  
 GLH:             20  
 Level:            2

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

Amplification
<p><b>LO1 Input, organise and combine information using bespoke software</b></p> <ul style="list-style-type: none"> <li>• <b>Local and/or legal guidelines</b> for the storage and use of data:                             <ul style="list-style-type: none"> <li>○ GDPR – General Data Protection Regulations</li> <li>○ computer misuse, e.g. illegal or illicit use, use of software for personal reasons</li> <li>○ internal quality policies, e.g. no personal USB drives</li> </ul> </li> </ul>

- follow relevant IT policies, training materials, etc.
- **Respond appropriately** to data entry error messages:
  - follow organisational guidelines on how to respond to errors within limits of own responsibilities
  - awareness and understanding of different error messages, thoroughly read and respond appropriately, consult training materials/relevant FAQs
  - if any uncertainty, ask the relevant person for assistance

**LO2 Use tools and techniques to edit, process, format and present information**

- **Appropriate tools and techniques** to edit, process and format information:
  - dependent on software
  - select the correct tool for the correct task
  - follow relevant IT policies, training materials, etc.
  - only use approved software and tools with appropriate commercial licences

**Unit Title:**     **Bespoke Software**  
 Unit number:    J/502/4397  
 Credit:           4  
 GLH:             30  
 Level:            3

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

## Amplification

### LO1 Input, organise and combine information using bespoke software

- **Local and/or legal guidelines** for the storage and use of data:
  - GDPR – General Data Protection Regulations
  - computer misuse, e.g. illegal or illicit use, use of software for personal reasons
  - internal quality policies, e.g. no personal USB drives
  - follow relevant IT policies, training materials, etc.

### LO2 Use tools and techniques to edit, process, format and present information

- **Appropriate tools and techniques** to edit, process and format information:
  - dependent on software
  - select the correct tool for the correct task
  - follow relevant IT policies, training materials, etc.
  - only use approved software and tools with appropriate commercial licences

**Unit Title:** IT Communication Fundamentals  
**Unit number:** Y/502/4291  
**Credit:** 2  
**GLH:** 15  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Use a variety of sources of information to meet needs</b>	1.1 Use appropriate sources of IT-based and other forms of information to meet needs 1.2 Identify different features of information 1.3 Recognise <b>copyright constraints</b> on the use of information
<b>2. Access, search for, select and use Internet-based information and assess its fitness for purpose</b>	2.1 Access, navigate and search Internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3 Outline how the information meets requirements and is fit for purpose
<b>3. Select and use IT to communicate and exchange information</b>	3.1 Create, access, read and respond appropriately to email and other IT-based communication 3.2 Use IT tools to maintain an address book and schedule activities

Amplification
<p><b>LO1 Use a variety of sources of information to meet needs</b></p> <ul style="list-style-type: none"> <li>• <b>Copyright constraints</b> on the use of information:                             <ul style="list-style-type: none"> <li>○ licencing constraints may vary based on personal/business/type of business use</li> <li>○ images, videos and other media from the web may have copyright restrictions and cannot be used for certain business purposes</li> <li>○ seek permission for the use of owned material</li> <li>○ only use media you know is free of copyright constraints</li> <li>○ using company-provided paid accounts for stock images, etc.</li> <li>○ use references and citations efficiently where applicable</li> </ul> </li> </ul>

**Unit Title:** IT Communication Fundamentals  
**Unit number:** D/502/4292  
**Credit:** 2  
**GLH:** 15  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Select and use a variety of sources of information to meet needs</b></p>	<p>1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements</p> <p>1.2 Describe different features of information</p> <p>1.3 Recognise <b>copyright and other constraints</b> on the use of information</p>
<p><b>2. Access, search for, select and use Internet-based information and evaluate its fitness for purpose</b></p>	<p>2.1 Access, navigate and search Internet sources of information purposefully and effectively</p> <p>2.2 Use appropriate search techniques to locate relevant information</p> <p>2.3 Use discrimination to select information that matches requirements and is fit for purpose</p> <p>2.4 Evaluate information to make sure it matches requirements and is fit for purpose</p>
<p><b>3. Select and use IT to communicate and exchange information safely, responsibly and effectively</b></p>	<p>3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience</p> <p>3.2 Use IT tools to manage an address book and schedule activities</p> <p>3.3 Manage storage of IT-based communications</p> <p>3.4 Describe how to respond to <b>common IT-based communication</b> problems</p> <p>3.5 Respond appropriately to common IT-based communication problems</p>

## Amplification

### LO1 Use a variety of sources of information to meet needs

- **Copyright constraints** on the use of information:
  - licencing constraints may vary based on personal/business/type of business use
  - images, videos and other media from the web may have copyright restrictions and cannot be used for certain business purposes
  - seek permission for the use of owned material
  - only use media you know is free of copyright constraints
  - using company-provided paid accounts for stock images, etc.
  - use references and citations efficiently where applicable

### LO3 Select and use IT to communicate and exchange information safely, responsibly and effectively

- **Common IT-based communication problems:**
  - text based communications can often be construed differently by different persons/groups due to the loss of 'tone' from verbal communication
  - communications may not be fully read and understood, cannot ensure or verify understanding easily
  - no guarantee communication will be received and responded to in a timely manner
  - jargon/acronyms, etc. may be misunderstood
  - use the appropriate method of communication for the specific task
  - respond rationally rather than emotionally

**Unit Title:** Using Collaborative Technologies  
**Unit number:** A/502/4378  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Stay safe and secure when using collaborative technology</b></p>	<p>1.1 Follow guidelines for working with <b>collaborative technology</b></p> <p>1.2 Identify <b>risks</b> in using collaborative technology and why it is important to avoid them</p> <p>1.3 Carry out straightforward checks on others' online identities and different types of information</p> <p>1.4 Identify when and how to report <b>online safety and security issues</b></p> <p>1.5 Identify what <b>methods</b> are used to promote trust</p>
<p><b>2. Set up and access IT tools and devices for collaborative working</b></p>	<p>2.1 Set up IT tools and devices that will enable you to contribute to collaborative work</p> <p>2.2 Identify the purpose for using collaborative technologies and expected outcomes</p> <p>2.3 Identify which <b>collaborative technology</b> tools and devices to use for different communication media</p> <p>2.4 Identify what <b>terms and conditions</b> apply to using collaborative technologies</p>
<p><b>3. Prepare collaborative technologies for use</b></p>	<p>3.1 Use given details to access collaborative technologies needed for a collaborative task</p> <p>3.2 Adjust basic settings on collaborative technologies</p> <p>3.3 Change the environment of collaborative technologies</p> <p>3.4 Set up and use a <b>data reader</b> to feed information</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Identify what and why permissions are set to allow others to access information
<b>4. Contribute to tasks using collaborative technologies</b>	4.1 Contribute responsibly and actively to collaborative working 4.2 Contribute to producing and archiving the agreed outcome of collaborative working 4.3 Identify when there is a problem with collaborative technologies and where to get help 4.4 Respond to simple problems with collaborative technologies

### Amplification

#### LO1 Stay safe and secure when using collaborative technology

- **Collaborative technology:**
  - any technology shared by multiple persons, organisation or in the public
- **Risks** in using collaborative technology:
  - unprofessionalism
  - information leaks
- **Online safety and security issues:**
  - data breaches
  - fraud
  - hacking
  - phishing
- **Methods** used to promote trust:
  - demonstrate professionalism, respond timely and in line with organisational policies
  - be positive, pro-active, courteous
  - use videoconferencing when possible, calling rather than instant messaging when possible, etc.  
- using the most appropriate tool

#### LO2 Set up and access IT tools and devices for collaborative working

- **Collaborative technology tools:**
  - for example, instant messaging, social media, etc.
- **Terms and conditions:**

- ownership of content, used trusted sites and sources only

### **LO3 Prepare collaborative technologies for use**

- **Data reader:**
  - taking information from the 'real-world' e.g. photos and videos, and feeding them into the collaborative tool appropriately

**Unit Title:** Using Collaborative Technologies  
**Unit number:** F/502/4379  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Stay safe and secure when working with collaborative technology</b></p>	<p>1.1 Take appropriate steps to avoid risks when working with <b>collaborative technology</b>, in line with relevant guidelines</p> <p>1.2 Explain what <b>risks</b> there may be in using collaborative technology and how to keep them to a minimum</p> <p>1.3 Use appropriate <b>methods</b> to promote trust when working collaboratively</p> <p>1.4 Carry out appropriate checks on others' online identities and different types of information</p> <p>1.5 Identify and respond to inappropriate content and behaviour</p>
<p><b>2. Plan and set up IT tools and devices for collaborative working</b></p>	<p>2.1 Describe the purposes for using collaborative technologies</p> <p>2.2 Describe what outcomes are needed from collaborative working and whether or not archiving is required</p> <p>2.3 Describe the roles, IT tools and facilities needed for collaborative tasks and communication media</p> <p>2.4 Describe the <b>features, benefits and limitations</b> of different collaborative technology tools and devices</p> <p>2.5 Describe the compatibility issues in different combinations of collaborative tools and devices</p> <p>2.6 Select an appropriate combination of IT tools and devices to carry out collaborative tasks</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Connect and configure the combination of IT tools and devices needed for a collaborative task
<p><b>3. Prepare collaborative technologies for use</b></p>	<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 <b>elements to control environments</b> for collaborative technologies</p> <p>3.7 Select and join <b>networks and data feeds</b> to manage data to suit collaborative tasks</p>
<p><b>4. Contribute to tasks using collaborative technologies</b></p>	<p>4.1 Describe <b>rules of engagement</b> 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>

## Amplification

### LO1 Stay safe and secure when using collaborative technology

- **Collaborative technology:**
  - any technology shared by multiple persons, organisation or in the public
- **Risks** in using collaborative technology:
  - unprofessionalism
  - information leaks
- **Methods** used to promote trust:
  - demonstrate professionalism, respond timely and in line with organisational policies
  - be positive, pro-active, courteous
  - use videoconferencing when possible, calling rather than instant messaging when possible, etc.
    - using the most appropriate tool
- **Features, benefits and limitations:**
  - Benefits:
    - the ability for instant communications with multiple people from multiple locations
    - free/cost-effective
    - saves time
  - Limitations:
    - lack of face-to-face communication
- **Elements to control environments:**
  - privacy controls
  - restricting access to appropriate groups/sections
- **Networks and data feeds:**
  - join appropriate networks/feeds relevant to your own job role/business
- **Rules of engagement:**
  - only use software within limits of own responsibilities
  - using professional conduct – good practices, keep to the agenda

**Unit Title:** Using Collaborative Technologies  
**Unit number:** T/502/4380  
**Credit:** 6  
**GLH:** 45  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Stay safe and secure when with collaborative technology</b></p>	<p>1.1 Explain what and why guidelines need to be established for working with collaborative technology</p> <p>1.2 Develop and implement guidelines for good practice in working with collaborative technology</p> <p>1.3 Explain how to establish an identity or present information that will promote trust</p> <p>1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information</p> <p>1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks</p> <p>1.6 Analyse and manage risks in the use of collaborative technologies</p>
<p><b>2. Plan and set up IT tools and devices for collaborative working</b></p>	<p>2.1 Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks</p> <p>2.2 Determine the IT tools and processes needed for archiving the outcomes of collaborative working</p> <p>2.3 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media</p> <p>2.4 Explain potential access and compatibility issues with integrating different collaborative technology tools and devices</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<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>
<p><b>3. Prepare collaborative technologies for use</b></p>	<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>
<p><b>4. Manage tasks using collaborative technologies</b></p>	<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>

**Unit Title:** Database Software  
**Unit number:** H/502/4553  
**Level:** 1  
**Credit:** 3  
**GLH:** 20

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Enter, edit and organise structured information in a database</b>	1.1 Identify the <b>main components</b> of a database 1.2 Create a database table for a purpose using specified fields 1.3 Enter structured data into records to meet requirements 1.4 Locate and amend data records 1.5 Respond appropriately to data entry error messages 1.6 Check data meets needs, using IT tools and making corrections as necessary
<b>2. Use database software tools to extract information and produce reports</b>	2.1 Identify queries which meet information requirements 2.2 Run simple <b>database queries</b> 2.3 Identify reports which meet information requirements 2.4 Generate and print pre-defined database reports

Amplification
<p><b>LO1 Enter, edit and organise structured information in a database</b></p> <ul style="list-style-type: none"> <li>• <b>Main components</b> of a database:                             <ul style="list-style-type: none"> <li>○ data tables – columns, rows, field, links between data tables</li> </ul> </li> </ul> <p><b>LO2 Use database software tools to extract information and produce reports</b></p> <ul style="list-style-type: none"> <li>• <b>Database queries:</b> <ul style="list-style-type: none"> <li>○ the method by which data is obtained</li> <li>○ the end result of a query given certain parameters on the user interface of the database</li> </ul> </li> </ul>



**Unit Title:** Database Software  
**Unit number:** M/502/4555  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Create and modify non-relational database tables</b></p>	<p>1.1 Identify the <b>components</b> of a database design</p> <p>1.2 Describe the field characteristics for the data required</p> <p>1.3 Create and modify database tables using a range of field types</p> <p>1.4 Describe ways to maintain data integrity</p> <p>1.5 Respond appropriately to problems with database tables</p> <p>1.6 Use database tools and techniques to ensure data integrity is maintained</p>
<p><b>2. Enter, edit and organise structured information in a database</b></p>	<p>2.1 Create forms to enter, edit and organise data in a database</p> <p>2.2 Select and use appropriate tools and techniques to format data entry forms</p> <p>2.3 Check data entry meets needs, using IT tools and making corrections as necessary</p> <p>2.4 Respond appropriately to data entry errors</p>
<p><b>3. Use database software tools to run queries and produce reports</b></p>	<p>3.1 Create and run <b>database queries</b> using multiple criteria to display or amend selected data</p> <p>3.2 Plan and produce database reports from a single table non-relational database</p> <p>3.3 Select and use appropriate tools and techniques to format database reports</p> <p>3.4 Check reports meet needs, using IT tools and making corrections as necessary</p>

## Amplification

### LO1 Create and modify non-relational database tables

- **Main components** of a database:
  - data tables – columns, rows, field, links between data tables

### LO3 Use database software tools to run queries and produce reports

- **Database queries:**
  - the method by which data is obtained
  - the end result of a query given certain parameters on the user interface of the database

**Unit Title:** Database Software  
**Unit number:** T/502/4556  
**Credit:** 6  
**GLH:** 45  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Plan, create and modify relational database tables to meet requirements</b></p>	<p>1.1. Explain how a relational database design enables data to be organised and queried</p> <p>1.2. Plan and create multiple tables for data entry with appropriate fields and properties</p> <p>1.3. Set up and modify relationships between database tables</p> <p>1.4. Explain why and how to maintain data integrity</p> <p>1.5. Respond appropriately to problems with database tables</p> <p>1.6. Use database tools and techniques to ensure data integrity is maintained</p>
<p><b>2. Enter, edit and organise structured information in a database</b></p>	<p>2.1 Design and create forms to access, enter, edit and organise data in a database</p> <p>2.2 Select and use appropriate tools and techniques to format data entry forms</p> <p>2.3 Check data entry meets needs, using IT tools and making corrections as necessary</p> <p>2.4 Respond appropriately to data entry errors</p>
<p><b>3. Use database software tools to create, edit and run data queries and produce reports</b></p>	<p>3.1 Explain how to select, generate and output information from queries according to requirements</p> <p>3.2 Create and run <b>database queries</b> to display, amend or calculate selected 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>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Check reports meet needs, using IT tools and making corrections as necessary

<b>Amplification</b>
<p><b>LO3 Use database software tools to create, edit and run data queries and produce reports</b></p> <ul style="list-style-type: none"> <li>• <b>Database queries:</b> <ul style="list-style-type: none"> <li>○ the method by which data is obtained</li> <li>○ the end result of a query given certain parameters on the user interface of the database</li> </ul> </li> </ul>

**Unit Title:** Data Management Software  
**Unit number:** F/502/4558  
**Credit:** 2  
**GLH:** 20  
**Level:** 1

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

### Amplification

#### LO1 Enter, edit and maintain data records in a data management system

- **Security procedures** used to protect data:
  - user accounts and passwords
  - keeping details safe and secure
  - appropriate encryption
  - following organisational policies for use of sensitive and account data
  - role-based permissions
  - two-factor authentication

**Unit Title:** Data Management Software  
**Unit number:** J/502/4559  
**Credit:** 3  
**GLH:** 20  
**Level:** 2

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

Amplification
<p><b>LO1 Enter, edit and maintain data records in a data management system</b></p> <ul style="list-style-type: none"> <li>• <b>risks</b> to data security:                             <ul style="list-style-type: none"> <li>○ data breaches</li> <li>○ fraud</li> <li>○ hacking</li> <li>○ phishing</li> </ul> </li> <li>• <b>local and/or legal guidelines</b> for the storage and use of data:                             <ul style="list-style-type: none"> <li>○ including GDPR – General Data Protection Regulations</li> </ul> </li> </ul>

**Unit Title:** Data Management Software  
**Unit Number:** A/502/4560  
**Credit:** 4  
**GLH:** 30  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Enter, edit and maintain data records in a data management system</b></p>	<p>1.1 Discuss when and how to change or create a new data entry form</p> <p>1.2 Enter data accurately into records to meet requirements</p> <p>1.3 Configure characteristics of groups of records</p> <p>1.4 Discuss and explain how to locate and amend data records</p> <p>1.5 Check data records meet needs, using IT tools and making corrections as necessary</p> <p>1.6 Interpret and respond appropriately to a range of data and application error messages</p> <p>1.7 Evaluate and explain the <b>risks</b> to data security and procedures used for data protection</p> <p>1.8 Manage data files effectively, in line with <b>local and/or legal guidelines</b> for the storage and use of data where available</p>
<p><b>2. Retrieve and display data records to meet requirements</b></p>	<p>2.1 Determine and explain what queries and reports need to be run to output the required information</p> <p>2.2 Create and use queries to search for and retrieve information from the system</p> <p>2.3 Create, define and set up reports to output information to meet requirements</p> <p>2.4 Use the file handling techniques of the software to import and export data</p> <p>2.5 Use available techniques to combine and link data</p>

## Amplification

### LO1 Enter, edit and maintain data records in a data management system

- **risks** to data security:
  - data breaches
  - fraud
  - hacking
  - phishing
- **local and/or legal guidelines** for the storage and use of data:
  - including GDPR – General Data Protection Regulations



**Unit Title:** Using Email  
**Unit number:** J/502/4299  
**Credit:** 2  
**GLH:** 15  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Use e-mail software tools and techniques to compose and send messages</b></p>	<p>1.1 Use software tools to compose and format e-mail messages</p> <p>1.2 Attach files to e-mail messages</p> <p>1.3 Send e-mail messages</p> <p>1.4 Identify <b>how to stay safe and respect others</b> when using e-mail</p> <p>1.5 Use an address book to store and retrieve contact information</p>
<p><b>2. Manage incoming email effectively</b></p>	<p>2.1 Follow guidelines and procedures for using e-mail</p> <p>2.2 Identify when and how to respond to e-mail messages</p> <p>2.3 Read and respond to e-mail messages appropriately</p> <p>2.4 Identify what messages to delete and when to do so</p> <p>2.5 Organise and store e-mail messages</p> <p>2.6 Respond appropriately to <b>common e-mail problems</b></p>

Amplification
<p><b>LO1 Use e-mail software tools and techniques to compose and send messages</b></p> <ul style="list-style-type: none"> <li>• <b>How to stay safe and respect others</b> when using e-mail:                             <ul style="list-style-type: none"> <li>○ user accounts and passwords</li> <li>○ keeping details safe and secure</li> <li>○ appropriate encryption</li> </ul> </li> </ul> <p><b>LO2 Manage incoming email effectively</b></p>

- **Common e-mail problems:**

- connection issues – messages not sending/receiving properly
- relevant messages going into the 'junk' folder
- attachments too large or blocked by virus-protection/firewall software
- spam/phishing emails and how to react/respond/report appropriately

**Unit Title:** Using Email  
**Unit number:** M/502/4300  
**Credit:** 3  
**GLH:** 20  
**Level:** 2

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

Amplification
<p><b>LO1 Use e-mail software tools and techniques to compose and send messages</b></p> <ul style="list-style-type: none"> <li>• <b>How to stay safe and respect others</b> when using e-mail:                             <ul style="list-style-type: none"> <li>○ user accounts and passwords</li> <li>○ keeping details safe and secure</li> <li>○ appropriate encryption</li> </ul> </li> </ul>

**LO2 Manage incoming e-mail effectively**

- **E-mail problems:**
  - connection issues – messages not sending/receiving properly
  - relevant messages going into the 'junk' folder
  - attachments too large or blocked by virus-protection/firewall software
  - spam/phishing emails and how to react/respond/report appropriately

**Unit Title:** Using Email  
**Unit number:** T/502/4301  
**Credit:** 3  
**GLH:** 20  
**Level:** 3

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

## Amplification

### LO1 Use e-mail software tools and techniques to compose and send messages

- **How to stay safe and respect others** when using e-mail:
  - user accounts and passwords
  - keeping details safe and secure
  - appropriate encryption

### LO2 Manage use of e-mail software effectively

- **E-mail problems:**
  - connection issues – messages not sending/receiving properly
  - relevant messages going into the 'junk' folder
  - attachments too large or blocked by virus-protection/firewall software
  - spam/phishing emails and how to react/respond/report appropriately

**Unit Title:** Using the Internet  
**Unit number:** T/502/4296  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Connect to the internet</b>	1.1 Identify different types of <b>connection methods</b> that can be used to access the Internet 1.2 Access the Internet or intranet
<b>2. Use browser software to navigate web pages</b>	2.1 Use browser tools to navigate webpages 2.2 Identify when to change browser settings to aid navigation 2.3 Adjust browser settings to meet needs 2.4 Use browser help facilities
<b>3. Use browser tools to search for information from the internet</b>	3.1 Select and use appropriate search techniques to locate information 3.2 Outline how information meets requirements 3.3 Use references to make it easier to find information another time 3.4 Download and save <b>different types</b> of information from the Internet
<b>4. Use browser software to communicate information online</b>	4.1 Select and use <b>tools and techniques</b> to communicate information online 4.2 Use browser tools to share information sources with others 4.3 Submit information online using forms or interactive sites 4.4 Identify opportunities to post or publish material to websites
<b>5. Follow and understand the need for safety and security practices when working online</b>	5.1 Identify the <b>threats</b> to user safety when working online 5.2 Outline how to minimise internet security risks

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Work responsibly and take appropriate <b>safety and security precautions</b> when working online  5.4 Keep personal information secure  5.5 Follow <b>relevant laws, guidelines and procedures</b> for the use of the Internet

Amplification
<p><b>LO1 Connect to the internet</b></p> <ul style="list-style-type: none"> <li>• <b>Connection methods:</b> <ul style="list-style-type: none"> <li>○ Wi-Fi</li> <li>○ open networks</li> <li>○ 3G/4G/5G</li> <li>○ broadband, fibre-optic</li> <li>○ Devices, including:                             <ul style="list-style-type: none"> <li>– PC</li> <li>– laptop</li> <li>– phone</li> <li>– tablet</li> </ul> </li> </ul> </li> </ul> <p><b>LO3 Use browser tools to search for information from the internet</b></p> <ul style="list-style-type: none"> <li>• <b>Different types</b> of information:                     <ul style="list-style-type: none"> <li>○ videos</li> <li>○ blogs</li> <li>○ streaming</li> <li>○ files</li> <li>○ music, etc.</li> </ul> </li> </ul> <p><b>LO4 Use browser software to communicate information online</b></p> <ul style="list-style-type: none"> <li>• <b>Tools and techniques</b> to communicate information online:                     <ul style="list-style-type: none"> <li>○ emails</li> <li>○ instant messaging/apps</li> <li>○ social media</li> <li>○ file sharing</li> <li>○ video conferences</li> <li>○ websites</li> </ul> </li> </ul> <p><b>LO5 Follow and understand the need for safety and security practices when working online</b></p> <ul style="list-style-type: none"> <li>• <b>Threats</b> to user safety:                     <ul style="list-style-type: none"> <li>○ malicious access</li> </ul> </li> </ul>



- emails/phishing
- hacking
- data/identity theft
- **How to minimise internet security risks:**
  - only visit and download from approved sites
  - use adblockers or antiviruses
  - ask if not sure
- **Safety and security precautions:**
  - ensure correct profile/privacy settings are set
  - look for the padlock in the web bar
- **Relevant laws, guidelines and procedures:**
  - GDPR – General Data Protection Regulations
  - computer misuse, e.g. illegal or illicit use, use of software for personal reasons
  - internal quality policies, e.g. no personal USB drives
  - follow relevant IT policies, training materials, etc.

**Unit Title:** Using the Internet  
**Unit number:** A/502/4297  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Connect to the Internet</b></p>	<p>1.1 Identify different types of <b>connection methods</b> that can be used to access the Internet</p> <p>1.2 Identify the <b>benefits and drawbacks</b> of the connection method used</p> <p>1.3 Get online with an Internet connection</p> <p>1.4 Use help facilities to solve Internet connection problems</p>
<p><b>2. Use browser software to navigate webpages effectively</b></p>	<p>2.1 Select and use browser tools to navigate webpages</p> <p>2.2 Identify when to change settings to aid navigation</p> <p>2.3 Adjust browser settings to optimise performance and meet needs</p> <p>2.4 Identify <b>ways</b> to improve the performance of a browser</p>
<p><b>3. Use browser tools to search for information from the Internet</b></p>	<p>3.1 Select and use appropriate search techniques to locate information efficiently</p> <p>3.2 Describe how well information meets requirements</p> <p>3.3 Manage and use references to make it easier to find information another time</p> <p>3.4 Download, organise and store <b>different types</b> of information from the Internet</p>
<p><b>4. Use browser software to communicate information online</b></p>	<p>4.1 Identify opportunities to create, post or publish material to websites</p> <p>4.2 Select and use <b>appropriate tools and techniques</b> to communicate information online</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.3 Use browser tools to share information sources with others 4.4 Submit information online
<b>5. Understand the need for safety and security practices when working online</b>	5.1 Describe the threats to system performance when working online 5.2 Work responsibly and take appropriate <b>safety and security precautions</b> when working online 5.3 Describe the <b>threats</b> to information security when working online 5.4 Manage personal access to online sources securely 5.5 Describe the threats to user safety when working online 5.6 Describe <b>how to minimise internet security risks</b> 5.7 Apply <b>laws, guidelines and procedures</b> for safe and secure Internet use 5.8 Explain the importance of the relevant laws affecting Internet users

Amplification
<p><b>LO1 Connect to the Internet</b></p> <ul style="list-style-type: none"> <li>● <b>Connection methods:</b> <ul style="list-style-type: none"> <li>○ Wi-Fi</li> <li>○ open networks</li> <li>○ 3G/4G/5G</li> <li>○ broadband, fibre-optic</li> <li>○ devices, including:                             <ul style="list-style-type: none"> <li>– PC</li> <li>– laptop</li> <li>– phone</li> <li>– tablet</li> </ul> </li> </ul> </li> <li>● <b>Benefits and drawbacks</b> of the connection method used:                     <ul style="list-style-type: none"> <li>○ different speeds</li> <li>○ communications can drop out</li> </ul> </li> </ul>

- consistency
- availability e.g. fibre-optic not available in all locations, 5G only available in areas of certain towns/cities

#### **LO2 Use browser software to navigate webpages effectively**

- **Ways to improve the performance of a browser:**
  - keep number of tabs down
  - avoid adding lots of unnecessary plug-ins, e.g. toolbars, search bars
  - avoid over-clicking when a page is loading

#### **LO3 Use browser tools to search for information from the Internet**

- **Different types of information:**
  - videos
  - blogs
  - streaming
  - files
  - music, etc.

#### **LO4 Use browser software to communicate information online**

- **Appropriate tools and techniques:**
  - emails
  - instant messaging/apps
  - social media
  - file sharing
  - video conferences
  - websites

#### **LO5 Understand the need for safety and security practices when working online**

- **Safety and security precautions:**
  - ensure correct profile/privacy settings are set
  - look for the padlock in the web bar
- **Threats to information security:**
  - malicious access
  - emails/phishing
  - hacking
  - data/identify theft
- **How to minimise internet security risks:**
  - only visit and download from approved sites
  - use adblockers or antiviruses
  - ask if not sure
- **Laws, guidelines and procedures:**
  - GDPR – General Data Protection Regulations
  - computer misuse, e.g. illegal or illicit use, use of software for personal reasons

- internal quality policies, e.g. no personal USB drives
- follow relevant IT policies, training materials, etc.

**Unit Title:** IT Security for Users  
**Unit number:** R/502/4256  
**Credit:** 1  
**GLH:** 10  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Use appropriate methods to minimise security risks to IT systems and data</p>	<p>1.1 Identify <b>security issues</b> that may threaten system performance</p> <p>1.2 Take appropriate <b>security precautions</b> to protect IT systems and data</p> <p>1.3 Identify threats to information security associated with the widespread use of technology</p> <p>1.4 Take appropriate precautions to keep information secure</p> <p>1.5 Follow relevant <b>guidelines and procedures</b> for the secure use of IT</p> <p>1.6 Describe why it is important to backup data securely</p> <p>1.7 Ensure personal data is backed up to appropriate media</p>

Amplification
<p><b>LO1 Use appropriate methods to minimise security risks to IT systems and data</b></p> <ul style="list-style-type: none"> <li>• <b>Security issues</b> that may threaten system performance:                             <ul style="list-style-type: none"> <li>○ malicious access</li> <li>○ hacking</li> <li>○ data/identify theft</li> </ul> </li> <li>• <b>Security precautions:</b> <ul style="list-style-type: none"> <li>○ only visit and download from approved sites</li> <li>○ use adblockers or antiviruses</li> <li>○ ask if not sure</li> <li>○ ensure correct profile/privacy settings are set</li> <li>○ look for the padlock in the web bar</li> </ul> </li> <li>• <b>Guidelines and procedures:</b></li> </ul>

- GDPR – General Data Protection Regulations
- computer misuse, e.g. illegal or illicit use, use of software for personal reasons
- internal quality policies, e.g. no personal USB drives
- follow relevant IT policies, training materials, etc.

**Unit Title:** IT Security for Users  
**Unit number:** Y/502/4257  
**Credit:** 2  
**GLH:** 15  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Select and use appropriate methods to minimise security risk to IT systems and data</b></p>	<p>1.1 Describe the <b>security issues</b> that may threaten system performance</p> <p>1.2 Apply a range of <b>security precautions</b> to protect IT systems and data</p> <p>1.3 Describe the threats to system and information security and integrity</p> <p>1.4 Keep information secure and manage personal access to information sources securely</p> <p>1.5 Describe <b>ways</b> to protect hardware, software and data and minimise security risk</p> <p>1.6 Apply <b>guidelines and procedures</b> for the secure use of IT</p> <p>1.7 Describe why it is important to backup data and how to do so securely</p> <p>1.8 Select and use effective backup procedures for systems and data</p>

Amplification
<p><b>LO1 Select and use appropriate methods to minimise security risk to IT systems and data</b></p> <ul style="list-style-type: none"> <li>• <b>Security issues</b> that may threaten system performance: <ul style="list-style-type: none"> <li>○ malicious access</li> <li>○ hacking</li> <li>○ data/identify theft</li> </ul> </li> <li>• <b>Security precautions:</b> <ul style="list-style-type: none"> <li>○ only visit and download from approved sites</li> <li>○ use adblockers or antiviruses</li> <li>○ ask if not sure</li> <li>○ ensure correct profile/privacy settings are set</li> <li>○ look for the padlock in the web bar</li> </ul> </li> </ul>



- **Ways to protect hardware, software and data:**
  - keep the hardware on secure premises
  - secure devices to desks
  - lock doors and secure areas
- **Guidelines and procedures:**
  - GDPR – General Data Protection Regulations
  - computer misuse, e.g. illegal or illicit use, use of software for personal reasons
  - internal quality policies, e.g. no personal USB drives
  - follow relevant IT policies, training materials, etc.

**Unit Title:** IT Security for Users  
**Unit Number:** D/502/4258  
**Credit:** 3  
**GLH:** 20  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data</b></p>	<p>1.1 Evaluate the <b>security issues</b> that may threaten system performance</p> <p>1.2 Select, use and evaluate a range of <b>security precautions</b> to protect IT systems and monitor security</p> <p>1.3 Evaluate the threats to system and information security and integrity</p> <p>1.4 Manage access to information sources securely to maintain confidentiality, integrity and availability of information</p> <p>1.5 Explain why and how to minimise security risks to hardware, software and data for different users</p> <p>1.6 Apply, maintain and develop guidelines and procedures for the secure use of IT</p> <p>1.7 Select and use effective backup and archiving procedures for systems and data</p>

## Amplification

**LO1 Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data**

- **Security issues** that may threaten system performance:
  - malicious access
  - hacking
  - data/identify theft
- **Security precautions:**
  - only visit and download from approved sites
  - use adblockers or antiviruses
  - ask if not sure
  - ensure correct profile/privacy settings are set
  - look for the padlock in the web bar

**Unit Title:** Presentation Software  
**Unit number:** K/502/4621  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Input and combine text and other information within presentation slides</b></p>	<p>1.1 Identify what types of information are required for the presentation</p> <p>1.2 Select and use different slide layouts as appropriate for different types of information</p> <p>1.3 Enter information into presentation slides so that it is ready for editing and formatting</p> <p>1.4 Identify any constraints which may affect the presentation</p> <p>1.5 Combine information of different forms or from different sources for presentation</p> <p>1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions when available</p>
<p><b>2. Use presentation software tools to structure, edit and format slides</b></p>	<p>2.1 Identify what slide structure to use</p> <p>2.2 Select and use an appropriate template to structure slides</p> <p>2.3 Select and use appropriate techniques to edit slides</p> <p>2.4 Select and use appropriate techniques to format slides</p>
<p><b>3. Prepare slides for presentation to meet needs</b></p>	<p>3.1 Identify how to present slides to meet needs and communicate effectively</p> <p>3.2 Prepare slides for presentation</p> <p>3.3 Check presentation meeting needs, use IT tools and making corrections as necessary</p>

**Unit Title:** Presentation Software  
**Unit number:** M/502/4622  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Input and combine text and other information within presentation slides</b></p>	<p>1.1 Identify what types of information are required for the presentation</p> <p>1.2 Enter text and other information using layouts appropriate to type of information</p> <p>1.3 Insert charts and tables into presentation slides</p> <p>1.4 Insert images, video or sound to enhance the presentation</p> <p>1.5 Identify any constraints which may affect the presentation</p> <p>1.6 Organise and combine information of different forms or from different sources for presentations</p> <p>1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Use presentation software tools to structure, edit and format slide sequences</b></p>	<p>2.1 Identify what slide structure and themes to use</p> <p>2.2 Select, change and use appropriate templates for slides</p> <p>2.3 Select and use appropriate techniques to edit slides and presentations to meet needs</p> <p>2.4 Select and use appropriate techniques to format slides and presentations</p> <p>2.5 Identify what presentation effects to use to enhance the presentation</p> <p>2.6 Select and use animation and transition effects appropriately to enhance slide sequences</p>
<p><b>3. Prepare slideshow for presentation</b></p>	<p>3.1 Describe how to present slides to meet needs and communicate effectively</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<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>

**Unit Title:** Presentation Software  
**Unit number:** T/502/4623  
**Credit:** 6  
**GLH:** 45  
**Level:** 3

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Prepare interactive slideshow for presentation</b></p>	<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>



**Unit Title:** Set up an IT System  
**Unit number:** Y/502/4209  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Connect up a personal computer, printer and peripheral devices safely</b></p>	<p>1.1 Identify what IT system <b>components, storage and peripheral devices</b> are needed and how to connect them</p> <p>1.2 Identify any <b>health and safety issues</b> associated with setting up an IT system</p> <p>1.3 Connect up the components of an IT system safely, including a printer and other peripheral devices</p> <p>1.4 Connect removable storage media to a PC safely</p>
<p><b>2. Connect to an IT communication service</b></p>	<p>2.1 Connect <b>communication hardware</b> safely to a PC</p> <p>2.2 Identify the details needed to connect to an internet service provider (ISP)</p> <p>2.3 Connect to a communication service from a PC</p>
<p><b>3. Set up software for use</b></p>	<p>3.1 Configure the user interface to meet needs</p> <p>3.2 Identify what <b>security precautions</b> need to be addressed when connecting to the internet</p> <p>3.3 Set up and configure virus protect software</p> <p>3.4 Set up files and software to meet needs</p>
<p><b>4. Check that the IT system and communication service are working successfully</b></p>	<p>4.1 Identify <b>simple tests</b> that can be used to check the system</p> <p>4.2 Identify <b>simple communication tests</b> that can be used to check the internet connection</p> <p>4.3 Run tests to check that the system and communication service are working successfully</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Identify how to report faults and seek expert help  4.5 Respond to error messages and report faults as appropriate

Amplification
<p><b>LO1 Connect up a personal computer, printer and peripheral devices safely</b></p> <ul style="list-style-type: none"> <li>• <b>Components, storage and peripheral devices:</b> <ul style="list-style-type: none"> <li>○ tower</li> <li>○ monitor</li> <li>○ keyboard</li> <li>○ mouse</li> <li>○ external hard drive</li> <li>○ USB drive</li> <li>○ printer</li> <li>○ scanner</li> <li>○ headset</li> <li>○ earphones</li> <li>○ mobile phones</li> </ul> </li> <li>• <b>Health and safety issues:</b> <ul style="list-style-type: none"> <li>○ damaged eyesight from prolonged exposure to screens</li> <li>○ musculoskeletal conditions</li> <li>○ manual handling issues</li> </ul> </li> </ul> <p><b>LO2 Connect to an IT communication service</b></p> <ul style="list-style-type: none"> <li>• <b>Communication hardware:</b> <ul style="list-style-type: none"> <li>○ phone systems</li> <li>○ headsets</li> <li>○ modem – network card</li> <li>○ internet service</li> <li>○ Bluetooth</li> </ul> </li> </ul> <p><b>LO3 Set up software for use</b></p> <ul style="list-style-type: none"> <li>• <b>Security precautions:</b> <ul style="list-style-type: none"> <li>○ use known, good or secure servers/websites</li> <li>○ firewalls/antiviruses</li> </ul> </li> </ul> <p><b>LO4 Check that the IT system and communication service are working successfully</b></p> <ul style="list-style-type: none"> <li>• <b>Simple tests:</b></li> </ul>

- lights are on
- equipment is plugged in
- cables connected securely
- task manager
- open a browser to test web connection
- ping test
- **Simple communication tests:**
  - ping test
  - check website address

**Unit Title:** Set up an IT System  
**Unit number:** L/502/4210  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Select and connect up a personal computer safely with associated hardware and storage media to meet needs</b></p>	<p>1.1 Describe what IT system <b>components, storage and peripheral devices</b> are needed</p> <p>1.2 Describe any <b>health and safety issues</b> associated with setting up an IT system</p> <p>1.3 Describe the characteristics of IT systems that affect performance</p> <p>1.4 Select and connect up the components of an IT system safely, including any peripheral devices and storage media</p>
<p><b>2. Select and connect an IT system to a communication service to meet needs</b></p>	<p>2.1 Select and connect <b>communication hardware</b> safely to an IT system</p> <p>2.2 Describe the <b>factors</b> that affect data transfer</p> <p>2.3 Select and connect to a communication service from an IT system</p> <p>2.4 Identify the login and password details needed to connect to an Internet Service Provider (ISP)</p>
<p><b>3. Install and configure software for use</b></p>	<p>3.1 Configure the user interface to meet needs</p> <p>3.2 Describe what <b>security precautions</b> need to be addressed</p> <p>3.3 Set up and configure virus protection software</p> <p>3.4 Install and set up application software to meet needs</p> <p>3.5 Backup and restore system and data files</p>
<p><b>4. Check that the IT system and communication service are working successfully</b></p>	<p>4.1 Identify what <b>tests</b> can be used to check the IT system and communications</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Select and run suitable tests to make sure that the system and communication service are working successfully  4.3 Identify the help and troubleshooting facilities available to solve problems  4.4 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action

Amplification
<p><b>LO1 Select and connect up a personal computer safely with associated hardware and storage media to meet needs</b></p> <ul style="list-style-type: none"> <li>• <b>Components, storage and peripheral devices:</b> <ul style="list-style-type: none"> <li>○ tower</li> <li>○ monitor</li> <li>○ keyboard</li> <li>○ mouse</li> <li>○ external hard drive</li> <li>○ USB drive</li> <li>○ printer</li> <li>○ scanner</li> <li>○ headset</li> <li>○ earphones</li> <li>○ mobile phones</li> </ul> </li> <li>• <b>Health and safety issues:</b> <ul style="list-style-type: none"> <li>○ damaged eyesight from prolonged exposure to screens</li> <li>○ musculoskeletal conditions</li> <li>○ manual handling issues</li> </ul> </li> </ul> <p><b>LO2 Select and connect an IT system to a communication service to meet needs communication hardware</b></p> <ul style="list-style-type: none"> <li>• <b>Factors</b> that affect data transfer:                     <ul style="list-style-type: none"> <li>○ speed and reliability of internet connection</li> <li>○ processing capabilities of the computer</li> <li>○ location in relation to the strength of the wireless connection</li> </ul> </li> </ul> <p><b>LO3 Install and configure software for use</b></p> <ul style="list-style-type: none"> <li>• <b>Security precautions:</b></li> </ul>

- use known, good or secure servers/websites
- firewalls/antiviruses

**LO4 Check that the IT system and communication service are working successfully**

- **Tests** used to check the IT system and communications:
  - lights are on
  - equipment is plugged in
  - cables connected securely
  - task manager
  - open a browser to test web connection
  - ping test

**Unit Title:** Set up an IT System  
**Unit Number:** R/502/4211  
**Credit:** 5  
**GLH:** 40  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Select and connect up a personal computer safely with associated hardware and storage media to meet needs</b></p>	<p>1.1 Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software</p> <p>1.2 Explain any <b>health and safety issues</b> associated with setting up an IT system</p> <p>1.3 Explain the characteristics of IT systems that affect performance</p> <p>1.4 Select and connect up the components of an IT system safely, including any peripheral devices and storage media</p>
<p><b>2. Select and connect IT system to a communication service successfully to meet needs</b></p>	<p>2.1 Explain the <b>reasons</b> for choosing a communication service</p> <p>2.2 Explain what <b>effect</b> variations in data transmission speed may have</p> <p>2.3 Select and connect <b>communication hardware</b> safely to an IT system</p> <p>2.4 Select and connect to a communication service from an IT system</p> <p>2.5 Explain the factors which influence choice of Internet Service Provider</p>
<p><b>3. Install and configure operating system and application software ready for use</b></p>	<p>3.1 Configure the user interface to meet needs</p> <p>3.2 Explain what <b>security precautions</b> need to be addressed for the system to be used securely online by several users</p> <p>3.3 Install, set up and configure virus protection and other security systems and software</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Explain the <b>benefits and risks</b> of using disk partitions or other backup locations 3.5 Establish a backup routine for data and system 3.6 Install, set up and configure application software to meet needs
4. <b>Check that the IT system and communication service are working successfully</b>	4.1 Explain what <b>system tests and communication tests</b> are needed and why 4.2 Select and run suitable tests to make sure that the system and communication service are working successfully 4.3 Explain the range of help and troubleshooting facilities available to solve problems 4.4 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action

Amplification
<p><b>LO1 Select and connect up a personal computer safely with associated hardware and storage media to meet needs</b></p> <ul style="list-style-type: none"> <li>• <b>Health and safety issues:</b> <ul style="list-style-type: none"> <li>○ damaged eyesight from prolonged exposure to screens</li> <li>○ musculoskeletal conditions</li> <li>○ manual handling issues</li> </ul> </li> </ul> <p><b>LO2 Select and connect IT system to a communication service successfully to meet needs</b></p> <ul style="list-style-type: none"> <li>• <b>Reasons</b> for choosing a communication service:                             <ul style="list-style-type: none"> <li>○ limitation of the IT system and devices connection to it</li> <li>○ security and speed</li> </ul> </li> <li>• What <b>effect</b> variations in data transmission speed may have:                             <ul style="list-style-type: none"> <li>○ speed of transmission</li> <li>○ possible disconnections</li> </ul> </li> <li>• <b>Communication hardware:</b> <ul style="list-style-type: none"> <li>○ phone systems</li> <li>○ headsets</li> <li>○ modem – network card</li> </ul> </li> </ul>



- internet service
- Bluetooth

**LO3 Install and configure operating system and application software ready for use**

- **Security precautions:**
  - use known, good or secure servers/websites
  - firewalls/antiviruses
- **Benefits and risks of using disk partitions or other backup locations:**
  - Benefits:
    - can separate data more easily
    - only partial loss of data in the event of a partition failure
    - backup available in different locations
  - Risks:
    - complete loss of data in the event of a failure
    - slower speeds
    - smaller overall disk space
    - potentially slower transfer speeds
    - backups in multiple locations affect transmission speeds

**LO4 Check that the IT system and communication service are working successfully**

- **System tests and communication tests:**
  - lights are on
  - equipment is plugged in
  - cables connected securely
  - task manager
  - open a browser to test web connection
  - ping test

**Unit Title:** Spreadsheet Software  
**Unit number:** A/502/4624  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Use a spreadsheet to enter, edit and organise numerical and other data</b></p>	<p>1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs</p> <p>1.2 Enter and edit numerical and other data accurately</p> <p>1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Use appropriate formulas and tools to summarise and display spreadsheet information</b></p>	<p>2.1 Identify how to summarise and display the required information</p> <p>2.2 Use <b>functions and formulas</b> to meet calculation requirements</p> <p>2.3 Use spreadsheet tools and techniques to summarise and display information</p>
<p><b>3. Select and use appropriate tools and techniques to present spreadsheet information effectively</b></p>	<p>3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns</p> <p>3.2 Identify which chart or graph type to use to display information</p> <p>3.3 Select and use appropriate tools and techniques to generate, develop and format chart and graphs</p> <p>3.4 Select and use appropriate page layout to present and print spreadsheet information</p> <p>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary</p>

## Amplification

**LO2 Use appropriate formulas and tools to summarise and display spreadsheet information**

- **Functions and formulas:**
  - total cells
  - search
  - data validation
  - pivot tables
  - any mathematical functions

**Unit Title:** Spreadsheet Software  
**Unit number:** F/502/4625  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Use a spreadsheet to enter, edit and organise numerical and other data</b></p>	<p>1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured</p> <p>1.2 Enter and edit numerical and other data accurately</p> <p>1.3 Combine and link data across worksheets</p> <p>1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Select and use appropriate formulas and data analysis tools to meet requirements</b></p>	<p>2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements</p> <p>2.2 Select and use a range of appropriate <b>functions and formulas</b> to meet calculation requirements</p> <p>2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements</p>
<p><b>3. Select and use tools and techniques to present and format spreadsheet information</b></p>	<p>3.1 Plan how to present and format spreadsheet information effectively to meet needs</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets</p> <p>3.3 Select and format an appropriate chart or graph type to display selected information</p> <p>3.4 Select and use appropriate page layout to present and print spreadsheet information</p> <p>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.6 Describe how to find errors in spreadsheet formulas  3.7 Respond appropriately to any problems with spreadsheets

<b>Amplification</b>
<p><b>LO2 Select and use appropriate formulas and data analysis tools to meet requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Functions and formulas:</b> <ul style="list-style-type: none"> <li>○ total cells</li> <li>○ search</li> <li>○ data validation</li> <li>○ pivot tables</li> <li>○ any mathematical functions</li> </ul> </li> </ul>

**Unit Title:** Spreadsheet Software  
**Unit number:** J/502/4626  
**Credit:** 6  
**GLH:** 45  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Use a spreadsheet to enter, edit and organise numerical and other data</b></p>	<p>1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured</p> <p>1.2 Enter and edit numerical and other data accurately</p> <p>1.3 Combine and link data from different sources</p> <p>1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements</b></p>	<p>2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them</p> <p>2.2 Select and use a wide range of appropriate <b>functions and formulas</b> to meet calculation requirements</p> <p>2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements</p> <p>2.4 Select and use <b>forecasting tools and techniques</b></p>
<p><b>3. Use tools and techniques to present, and format and publish spreadsheet information</b></p>	<p>3.1 Explain how to present and format spreadsheet information effectively to meet needs</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively</p> <p>3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.4 Select and use appropriate page layout to present, print and publish spreadsheet information</p> <p>3.5 Explain how to find and sort out any errors in formulas</p> <p>3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary</p> <p>3.7 Use <b>auditing tools</b> to identify and respond appropriately to any problems with spreadsheets</p>

Amplification
<p><b>LO2 Select and use appropriate formulas and data analysis tools and techniques to meet requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Functions and formulas:</b> <ul style="list-style-type: none"> <li>○ total cells</li> <li>○ search</li> <li>○ data validation</li> <li>○ pivot tables</li> <li>○ any mathematical functions</li> </ul> </li> <li>• <b>forecasting tools and techniques:</b> <ul style="list-style-type: none"> <li>○ tools used to predict trends based on existing data, e.g. continuation of a line of best fit on previous data entries</li> </ul> </li> </ul> <p><b>LO3 Use tools and techniques to present, and format and publish spreadsheet information</b></p> <ul style="list-style-type: none"> <li>• <b>Auditing tools:</b> <ul style="list-style-type: none"> <li>○ rules/data validation – cell highlighting when certain conditions met</li> </ul> </li> </ul>

**Unit Title:** IT User Fundamentals  
**Unit number:** J/502/4206  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Use IT systems to meet needs</b></p>	<p>1.1 Use correct procedures to start and shutdown an IT system</p> <p>1.2 Use interface features effectively to interact with IT systems</p> <p>1.3 Adjust system settings to meet individual needs</p> <p>1.4 Use a communication service to access the Internet</p> <p>1.5 Use appropriate terminology when describing IT systems</p>
<p><b>2. Organise, store and retrieve information efficiently</b></p>	<p>2.1 Work with files and folders so that it is easy to find and retrieve information</p> <p>2.2 Identify what storage media to use</p> <p>2.3 Organise and store information, using general and local conventions where appropriate</p>
<p><b>3. Follow and understand the need for safety and security practices</b></p>	<p>3.1 Work safely and take <b>steps</b> to minimise physical stress</p> <p>3.2 Recognise the danger of computer viruses, and <b>how to minimise risk</b></p> <p>3.3 Keep information secure</p> <p>3.4 Outline why it is important to <b>stay safe and to respect others</b> when using ICT-based communication</p> <p>3.5 Follow <b>relevant guidelines and procedures</b> for the safe and secure use of IT</p>
<p><b>4. Carry out routine maintenance of IT systems and respond to routine IT system problems</b></p>	<p>4.1 Identify why routine maintenance of hardware is important and when to carry it out</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Identify where to get expert advice 4.3 Carry out regular routine maintenance of IT systems safely 4.4 Take appropriate action to handle routine IT problems

Amplification
<p><b>LO3 Follow and understand the need for safety and security practices</b></p> <ul style="list-style-type: none"> <li>• <b>Steps</b> to minimise physical stress:                             <ul style="list-style-type: none"> <li>○ appropriate breaks</li> <li>○ workplace/DSE assessments</li> <li>○ correct desk setup, posture, etc.</li> </ul> </li> <li>• <b>How to minimise risk:</b> <ul style="list-style-type: none"> <li>○ only visit and download from approved sites</li> <li>○ use adblockers or antiviruses</li> <li>○ ask if not sure</li> </ul> </li> <li>• <b>Stay safe and to respect others:</b> <ul style="list-style-type: none"> <li>○ user accounts and passwords</li> <li>○ keeping details safe and secure</li> <li>○ appropriate encryption</li> </ul> </li> <li>• <b>Relevant guidelines and procedures:</b> <ul style="list-style-type: none"> <li>○ GDPR – General Data Protection Regulations</li> <li>○ computer misuse, e.g. illegal or illicit use, use of software for personal reasons</li> <li>○ internal quality policies, e.g. no personal USB drives</li> <li>○ follow relevant IT policies, training materials, etc.</li> <li>○ PAT testing</li> <li>○ Health and Safety at Work etc. Act 1974</li> </ul> </li> </ul>

**Unit Title:** Word Processing Software  
**Unit number:** L/502/4627  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Enter, edit and combine text and other information accurately within word processing documents</b></p>	<p>1.1 Identify what types of information are needed in documents</p> <p>1.2 Identify what templates are available and when to use them</p> <p>1.3 Use keyboard or other input method to enter or insert text and other information</p> <p>1.4 Combine information of different types or from different sources into a document</p> <p>1.5 Enter information into existing tables, forms and templates</p> <p>1.6 Use editing tools to amend document content</p> <p>1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Structure information within word processing documents</b></p>	<p>2.1 Create and modify tables to organise tabular or numeric information</p> <p>2.2 Select and apply heading styles to text</p>
<p><b>3. Use word processing software tools to format and present documents</b></p>	<p>3.1 Identify what formatting to use to enhance presentation of the document</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 Select and use appropriate page layout to present and print documents</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary</p>

**Unit Title:** Word Processing Software  
**Unit number:** R/502/4628  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Enter and combine text and other information accurately within word processing documents</b></p>	<p>1.1 Identify what types of information are needed in documents</p> <p>1.2 Use appropriate techniques to enter text and other information accurately and efficiently</p> <p>1.3 Select and use appropriate templates for different purposes</p> <p>1.4 Identify when and how to combine and merge information from other software or other documents</p> <p>1.5 Select and use a range of editing tools to amend document content</p> <p>1.6 Combine or merge information within a document from a range of sources</p> <p>1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Create and modify layout and structures for word processing documents</b></p>	<p>2.1 Identify the document requirements for structure and style</p> <p>2.2 Identify what templates and styles are available and when to use them</p> <p>2.3 Create and modify columns, tables and forms to organise information</p> <p>2.4 Select and apply styles to text</p>
<p><b>3. Use word processing software tools to format and present documents effectively to meet requirements</b></p>	<p>3.1 Identify how the document should be formatted to aid meaning</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<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>

**Unit Title:** Word Processing Software  
**Unit number:** Y/502/4629  
**Credit:** 6  
**GLH:** 45  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Enter and combine text and other information accurately within word processing documents</b></p>	<p>1.1 Summarise what types of information are needed for the document and how they should be linked or integrated</p> <p>1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently</p> <p>1.3 Create, use and modify appropriate templates for different types of documents</p> <p>1.4 Explain how to combine and merge information from other software or multiple documents</p> <p>1.5 Combine and merge information within a document from a range of sources</p> <p>1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available</p> <p>1.7 Select and use tools and techniques to work with multiple documents or users</p> <p>1.8 Customise interface to meet needs</p>
<p><b>2. Create and modify appropriate layouts, structures and styles for word processing documents</b></p>	<p>2.1 Analyse and explain the requirements for structure and style</p> <p>2.2 Create, use and modify columns, tables and forms to organise information</p> <p>2.3 Define and modify styles for document elements</p> <p>2.4 Select and use tools and techniques to organise and structure long documents</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Use word processing software tools and techniques to format and present documents effectively to meet requirements</b></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>

**Unit Title:** Website Software  
**Unit number:** L/502/4630  
**Credit:** 3  
**GLH:** 20  
**Level:** 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Plan and create web pages</b></p>	<p>1.1 Identify what content and layout will be needed in the web page</p> <p>1.2 Identify the purpose of the webpage and intended audience</p> <p>1.3 Select and use a website design template to create a single web page</p> <p>1.4 Enter or insert content for web pages so that it is ready for editing and formatting</p> <p>1.5 Organise and combine information needed for web pages</p> <p>1.6 Identify <b>copyright and other constraints</b> on using others' information</p> <p>1.7 Identify what file types to use for saving content</p> <p>1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Use website software tools to structure and format web pages</b></p>	<p>2.1 Identify what editing and formatting to use to aid both clarity and navigation</p> <p>2.2 Select and use website features to help the user navigate simple websites</p> <p>2.3 Use appropriate editing and formatting techniques</p> <p>2.4 Check web pages meet needs, using IT tools and making corrections as necessary</p>
<p><b>3. Publish web pages to the Internet or an intranet</b></p>	<p>3.1 Upload content to a website</p> <p>3.2 Respond appropriately to common problems when testing a web page</p>

## Amplification

### LO1 Plan and create web pages

- **Copyright and other constraints:**
  - licencing constraints may vary based on personal/business/type of business use
  - images, videos and other media from the web may have copyright restrictions and cannot be used for certain business purposes
  - seek permission for the use of owned material
  - only use media you know is free of copyright constraints
  - using company-provided paid accounts for stock images, etc.



**Unit Title:** Website Software  
**Unit number:** R/502/4631  
**Credit:** 4  
**GLH:** 30  
**Level:** 2

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.5 Change the file formats appropriately for content 2.6 Check web pages meet needs, using IT tools and making corrections as necessary
<b>3. Publish websites</b>	3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned 3.2 Identify any quality problems with websites and how to respond to them 3.3 Select and use an appropriate programme to upload and publish the website 3.4 Respond appropriately to problems with multiple page websites

Amplification
<p><b>LO1 Create structures and styles for websites</b></p> <ul style="list-style-type: none"> <li>• <b>Copyright and other constraints:</b> <ul style="list-style-type: none"> <li>○ licencing constraints may vary based on personal/business/type of business use</li> <li>○ images, videos and other media from the web may have copyright restrictions and cannot be used for certain business purposes</li> <li>○ seek permission for the use of owned material</li> <li>○ only use media you know is free of copyright constraints</li> <li>○ using company-provided paid accounts for stock images, etc.</li> </ul> </li> </ul>

**Unit Title:** Website Software  
**Unit number:** Y/502/4632  
**Credit:** 5  
**GLH:** 40  
**Level:** 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Create structures and styles and use them to produce websites</b></p>	<p>1.1 Determine what website content and layout will be needed for each page and for the site</p> <p>1.2 Plan and create web page templates to layout content</p> <p>1.3 Select and use website features and structures to enhance website navigation and functionality</p> <p>1.4 Create, select and use styles to enhance website consistency and readability</p> <p>1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites</p> <p>1.6 Explain what access issues may need to be taken into account</p> <p>1.7 Explain when and why to use different file types for saving content</p> <p>1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available</p>
<p><b>2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features</b></p>	<p>2.1 Prepare content for web pages so that it is ready for editing and formatting</p> <p>2.2 Organise and combine information needed for web pages in line with any <b>copyright constraints</b>, including across different software</p> <p>2.3 Select and use appropriate editing and formatting techniques to aid meaning</p> <p>2.4 Select and use appropriate programming and development techniques to add features and enhance websites</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.5 Select and use file formats that make information easier to download 2.6 Check web pages meet needs, using IT tools and making corrections as necessary
<b>3. Publish and test multiple page websites with multimedia and interactive features</b>	3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned 3.2 Identify any quality problems with websites and explain how to respond to them 3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently 3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose

Amplification
<p><b>LO2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features</b></p> <ul style="list-style-type: none"> <li>• <b>Copyright constraints:</b> <ul style="list-style-type: none"> <li>○ licencing constraints may vary based on personal/business/type of business use</li> <li>○ images, videos and other media from the web may have copyright restrictions and cannot be used for certain business purposes</li> <li>○ seek permission for the use of owned material</li> <li>○ only use media you know is free of copyright constraints</li> <li>○ using company-provided paid accounts for stock images, etc.</li> </ul> </li> </ul>

### Appendix 3: Sample assessment material

#### Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

**Evidence Tracking Sheet - Example**

Learner Name			
Centre Name			
<b>Unit 1: Unit name (Unit no)</b>			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

  

Assessment method key:	Obs	Observation	Wt	Witness testimony
	Pr	Product evidence	R	Recording
	Q	Questioning	O	Oral
	Sim	Simulation/assignment	PD	Professional Discussion

  

Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date: