Start IT (iTQ) - Entry Level 3 Award/Certificate for IT Users (4249)

Qualification handbook

www.cityandguilds.com
April 2017
Version 9.0

QCA Ref:
Award - 500/5886/1
Certificate - 500/6100/8
Award in Online Basics - 500/8483/5
(By doing unit 4249-015 in qualification 4249-51)

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Qualification title	Number	QCA ref.
Entry Level Award for IT Users (Start IT - iTQ) (Entry 3) (QCF)	4249-01, -51	500/5886/1
Entry Level Certificate for IT Users (Start IT - iTQ) (Entry 3) (QCF)	4249-01, -51	500/6100/8
Entry Level Award in Online Basics (Start IT ITQ) (Entry 3) (QCF)	4249-01, -51	500/8483/5

Version and date	Change detail	Section
8.0 Nov 2012	Added missing units 134 & 135	**Units**
9.0 Apr 2017	Edited reference to policy webpage	**Assessment**

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Start IT (iTQ) - Entry Level 3 Award/Certificate for IT Users (4249)

Contents

1	**Introduction to the qualifications**	**5**
2	**Centre requirements**	**11**
3	**Units**	**13**
Unit 001	**IT User fundamentals**	**15**
Unit 002	**Database software**	**18**
Unit 003	**Desktop publishing software**	**21**
Unit 004	**Audio and video software**	**24**
Unit 005	**Design and imaging software**	**27**
Unit 006	**Using e-mail**	**30**
Unit 007	**Using the Internet**	**33**
Unit 008	**Using mobile IT devices**	**37**
Unit 009	**Presentation software**	**41**
Unit 010	**Spreadsheet software**	**44**
Unit 011	**Word processing software**	**47**
Unit 012	**Personal information management software**	**50**
Unit 013	**Bespoke or specialist software**	**53**
Unit 014	**Data management software**	**56**
Unit 015	**Online basics**	**59**
Unit 091	**Computer basics**	**63**
Unit 092	**The Internet and World Wide Web**	**65**
Unit 093	**Productivity programmes**	**67**
Unit 094	**Computer security and privacy**	**69**
Unit 095	**Digital lifestyle**	**71**
Unit 134	**Internet Safety for IT users**	**73**
Unit 135	**Using a computer keyboard**	**75**
4	**Assessment**	**77**
5	**Course design and delivery**	**86**
5.1	Initial assessment and induction	86
5.2	Recommended delivery strategies	87
Appendix 1	**Relationships to other qualifications**	**88**
Appendix 2	**Sources of general information**	**93**

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Start IT (iTQ) - Entry Level 3 Award/Certificate for IT Users (4249)

1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	**Entry Level Award for IT Users (Start IT - iTQ) (Entry 3) (QCF)**
City & Guilds qualification numbers	4249-01 - Full qualification with Award & Certificate Claim units 4249-51 - Unit claim route with Award & Certificate Claim
Ofqual accreditation number(s)	500/5886/1 (Award) 500/6100/8 (Certificate) 500/8483/5 (Award in Online Basics)
Last registration date	31.08.2013
Last certification date	31.08.2014

The Entry Level 3 Award/Certificate for IT Users (4249) aims to:

- meet the needs of candidates who work, or want to work, with computers and have little or no experience with IT
- allow candidates to learn, develop and practise the skills to gain confidence that will help them return to learning, or may be required for employment and/or career progression where IT use will be needed
- contribute to the knowledge and understanding towards the related Level 1 Award/Certificate/Diploma for IT users or Level 1 Certificate in IT Systems Support - PC Maintenance
- replace the City & Guilds Certificate in Start IT (4248) which expires on 31/08/2010.
- provide valuable accreditation of skills and/or knowledge for candidates without requiring, or proving, occupational competence.
- offer appropriate learning as part of the Foundation Learning Tier platform.

City & Guilds developed the qualification in consultation with e-Skills UK, the Sector Skills Council for IT and Telecoms, to:

- provide a set of IT standards at Entry Level 3
- support and lead into the ITQ or other IT qualifications at Level 1
- offer opportunity for assessment both through assignment or work based evidence.

As part of our commitment to working with centres, the assignments for the qualification have been developed by consultants from leading Start IT centres. These centres, along with the IT User Chief Examiners, have formed a forum for development and quality monitoring that will continue through the life of the product.

1.1 Qualification structure

To achieve the **Start IT (iTQ) Entry Level 3 Award for IT Users**, learners must achieve **2** credits from the mandatory units and a minimum of **4** credits from the optional units available (no Level 1 units allowed).

To achieve the **Start IT (iTQ) Entry Level 3 Certificate for IT Users**, learners must achieve **2** credits from the mandatory units and a minimum of **11** credits from the optional units available, **3** credits may come from Level 1 units.

The table below illustrates the unit titles, the credit value of each unit and any excluded combination of units.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
T/502/0166	**001**	**IT User Fundamentals**	**Mandatory**	**2**	**Alternative of 091 and 094 may be used**
Y/502/0189	**091**	**Computer Basics (based on Microsoft Digital Literacy)**	**Mandatory**	**1**	**Cannot be used as an option if used as mandatory**
Y/502/0192	**094**	**Computer Security and Privacy (based on Microsoft Digital Literacy)**	**Mandatory**	**1**	**Cannot be used as an option if used as mandatory**
J/502/0169	002	Database software	Optional	2	
Y/502/0175	003	Desktop publishing software	Optional	2	
H/502/0177	004	Audio and video software	Optional	2	
L/502/0173	005	Design and imaging software	Optional	2	
J/502/0172	006	Using e-mail	Optional	1	
F/502/0171	007	Using the Internet	Optional	1	Cannot be used with 092

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
D/502/0176	008	Using mobile IT devices	Optional	1	
A/502/0170	009	Presentation software	Optional	2	
F/502/0168	010	Spreadsheet software	Optional	2	
A/502/0167	011	Word processing software	Optional	2	
J/502/2214	012	Personal information management software	Optional	1	
L/502/2215	013	Specialist/bespoke software	Optional	2	
R/502/2216	014	Data management software	Optional	2	
Y/601/2149	015	Online Basics	Optional	1	
T/502/4153	101	Improving productivity using IT	Optional	3	
J/502/4206	102	IT User fundamentals	Optional	3	
Y/502/4209	103	Setting up an IT system	Optional	3	
D/502/4244	104	Optimise IT system performance	Optional	2	
R/502/4256	105	Security for IT users	Optional	1	

Y/502/4291	106	IT communication fundamentals	Optional	2	
T/502/4296	107	Using the Internet	Optional	3	
J/502/4299	108	Using email	Optional	2	
A/502/4378	109	Using collaborative technologies	Optional	3	
H/502/4374	110	Using mobile IT devices	Optional	2	
Y/502/4369	111	Personal information management software	Optional	2	
L/502/4384	112	IT software fundamentals	Optional	3	
K/502/4389	113	Audio software	Optional	2	
K/502/4392	114	Video software	Optional	2	
A/502/4395	115	Bespoke software	Optional	2	
L/502/4398	116	Specialist software	Optional	2	
F/502/4401	117	Computer accounting software	Optional	2	
F/502/4558	118	Data management software	Optional	2	
H/502/4553	119	Database software	Optional	3	

M/502/4572	120	Design software	Optional	3	
J/502/4612	121	Imaging software	Optional	3	
Y/502/4565	122	Desktop publishing software	Optional	3	
J/502/4609	123	Drawing and planning software	Optional	2	
Y/502/4615	124	Multimedia software	Optional	3	
K/502/4621	125	Presentation software	Optional	3	
K/502/4618	126	Project management software	Optional	3	
A/502/4624	127	Spreadsheet software	Optional	3	
L/502/4630	128	Website software	Optional	3	
L/502/4627	129	Word processing software	Optional	3	
H/502/9154	134	Internet safety for IT Users	Optional	3	
J/502/9311	135	Using a computer keyboard	Optional	1	
Y/502/0189	091	Computer Basics (based on Microsoft Digital Literacy)	Optional	1	Cannot not be used as an option if taken as Mandatory
L/502/0190	092	The Internet and World Wide Web (based on Microsoft Digital Literacy)	Optional	1	Cannot be used with 007

R/502/0191	093	Productivity programmes (based on Microsoft Digital Literacy)	Optional	1	
Y/502/0192	094	Computer Security and Privacy (based on Microsoft Digital Literacy)	Optional	1	Cannot not be used as an option if taken as Mandatory
D/502/0193	095	Digital Lifestyle (based on Microsoft Digital Literacy)	Optional	1	

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 1 iTQ Award/Certificate/Diploma for IT Users – 7574-01
- Level 1 IT User Apprenticeship - ITQ for Life – 9034-01
- Level 1 Award in IT Systems Support - PC Maintenance – 7276-11

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Sample test papers	www.smartscreen.co.uk
Assignment guides for centres and candidates	www.cityandguilds.com
Fast track approval forms	www.cityandguilds.com
Candidate logbook/recording forms	www.cityandguilds.com - (EN-01-4249)
SmartScreen	www.smartscreen.co.uk
Microsoft Digital Literacy Curriculum	www.microsoft.com/uk/education/learning/dlc.mspx

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification **Certificate in Start IT(4248)** may apply for approval for the new **Start IT (iTQ) - Start IT (iTQ) - Entry Level 3 Award/Certificate for IT Users (4249)** using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form providing

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process (QAP). It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

It is acceptable for centres to use specially designated areas within a centre to assess, for example, the installation of computers specifically to test criteria that can not be undertaken on workstations connected to the centre's network due to the restrictions placed on them. The equipment should be capable of being used under normal working conditions, for example should have a standard operating system and some common productivity software tools installed.

Any special assessment requirements will be outlined in the individual assignment guides for assessors.

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- hold the ITQ Certificate for IT users at Level 2 or one level above the training being delivered or an equivalent qualification
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of IT and its common use for which they are delivering training. This knowledge must be at least to the same level as the training being delivered

- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

The following legal considerations apply to this qualification.

- Centres and candidates should be aware of local health & safety guidelines concerning the use of computers
    - time constraints or recommendations
    - seating used and its setup
    - lighting in the environment where the computer is being used
    - safe use of electrical equipment as a whole

3 Units

Availability of units

The units, along with their learning outcomes and assessment criteria for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) **www.accreditedqualifications.org.uk**

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level, credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of Start IT (ITQ) Entry Level 3 units

City & Guilds unit number	Title	QCF unit number	Credits
001	IT User Fundamentals	T/502/0166	2
002	Database software	J/502/0169	2
003	Desktop publishing software	Y/502/0175	2
004	Audio and video software	H/502/0177	2
005	Design and imaging software	L/502/0173	2
006	Using e-mail	J/502/0172	1
007	Using the Internet	F/502/0171	1
008	Using mobile IT devices	D/502/0176	1
009	Presentation software	A/502/0170	2
010	Spreadsheet software	F/502/0168	2
011	Word processing software	A/502/0167	2
012	Personal information management software	J/502/2214	2
013	Specialist/bespoke software	L/502/2215	2
014	Data management software	R/502/2216	2
015	Online basics	Y/601/2149	1
091	Computer basics (Microsoft)	Y/502/0189	1
092	The Internet and Word Wide Web (Microsoft)	L/502/0190	1
093	Productivity programmes (Microsoft)	R/502/0191	1
094	Computer security and privacy (Microsoft)	Y/502/0192	1
095	Digital lifestyle (Microsoft)	D/502/0193	1

Summary of ITQ Level 1 units

City & Guilds unit number	Unit title	QCF unit number	Credit value
101	Improving productivity using IT	T/502/4153	3
102	IT User fundamentals	J/502/4206	3
103	Setting up an IT system	Y/502/4209	3
104	Optimise IT system performance	D/502/4244	2
105	Security for IT users	R/502/4256	1
106	IT communication fundamentals	Y/502/4291	2
107	Using the Internet	T/502/4296	3
108	Using email	J/502/4299	2
109	Using collaborative technologies	A/502/4378	3
110	Using mobile IT devices	H/502/4374	2
111	Personal information management software	Y/502/4369	2
112	IT software fundamentals	L/502/4384	3
113	Audio software	K/502/4389	2
114	Video software	K/502/4392	2
115	Bespoke software	A/502/4395	2
116	Specialist software	L/502/4398	2
117	Computer accounting software	F/502/4401	2
118	Data management software	F/502/4558	2
119	Database software	H/502/4553	3
120	Design software	M/502/4572	3
121	Imaging software	J/502/4612	3
122	Desktop publishing software	Y/502/4565	3
123	Drawing and planning software	J/502/4609	2
124	Multimedia software	Y/502/4615	3
125	Presentation software	K/502/4621	3
126	Project management software	K/502/4618	3
127	Spreadsheet software	A/502/4624	3
128	Website software	L/502/4630	3
129	Word processing software	L/502/4627	3
134	Internet safety for IT Users	H/502/9154	3
135	Using a computer keyboard	J/502/9311	1

Level 1 unit details

The Outcome & Assessment criteria and teaching guidance details for the Level 1 units can be found in the **SP-7574-01 iTQ Level 1 Scheme Handbook 201002 (v2.1)** available at **www.cityandguilds.com/itq**.

Unit 001 IT User fundamentals

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Interact with and use IT system to meet needs
2. Organise, store and retrieve appropriately
3. Understand the need for safety and security practices
4. Maintain system and respond to common IT system problems

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 001 IT User fundamentals
Learning outcomes and assessment criteria

Outcome 1 Interact with and use IT system to meet needs

The learner can:

1. Use correct procedures to start and shutdown an IT system
2. Use IT systems and interface features effectively to meet needs
3. Use appropriate terminology when describing IT systems

Outcome 2 Organise, store and retrieve appropriately

The learner can:

1. Work with files and folders so that it is easy to find and retrieve information
2. Identify types of storage media that can be used to store information

Outcome 3 Understand the need for safety and security practices

The learner can:

1. Follow guidelines and procedures for the safe and secure use of IT
2. Understand the need to keep information secure
3. Keep information secure and manage access to information sources securely
4. Identify why it is important to control access to hardware, software and data

Outcome 4 Maintain system and respond to common IT system problems

The learner can:

1. Respond to IT problems and take appropriate action
2. Identify where to get expert advice and help to solve problems

Unit 001 IT User fundamentals

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Interact with and use IT system to meet needs

The learner is required to demonstrate they understand and are able to:

- The start up and shutdown processes for a personal computer *(where local conditions prevent the physical actions, tutors should discuss the process with the candidate)*.
- Gain access to the facilities of the computer using login procedures with appropriate user name and password *(where local conditions prevent the physical actions, tutors should discuss the process with the candidate)*.
- When discussing computer related activities they use the appropriate terms when speaking or writing, and understand these terms when reading materials provided.
- Access a printer, switching it on or off as appropriate, to print their work when and as required *(where local conditions prevent the physical actions, tutors should discuss the process with the candidate)*.
- Access files appropriately and from specific folders, as well as save files where directed.

Outcome 2 Organise, store and retrieve appropriately

The learner is required to demonstrate they understand and are able to:

- Create folders as and when required.
- Copy, paste, delete, locate and save files, creating and working with folders as required.
- Demonstrate their understanding appropriate IT terminology when creating folders and saving files through using suitable naming conventions.
- Explain what it means to create a **Backup** (*this does not require them to understand how to use backup software or conventions used for systems backups in an organisation, but they will need to make another copy of folders/files and understand the terminology)*.

Outcome 3 Understand the need for safety and security practices

The learner is required to demonstrate they understand and are able to:

- Use of login names and passwords as and when required to access the computer system or specific applications or functions
- Explain the importance of antivirus software
- Explain why it is important to maintain secure working practices e.g. locking workstations or logging out.
- Identify effective passwords eg a mixture of letters and numbers.
- Explain the importance of protecting their own and others privacy eg not sharing passwords and giving personal information.

Outcome 4 Maintain system and respond to common IT system problems

The learner is required to demonstrate they understand and are able to:

- Respond to simple error messages eg printer jam, Internet connection failure, disk error. *(where these problems do not occur naturally, it is expected that the candidate is able to explain what the would do when such errors occur)*.
- Find the most appropriate help when major problem occur accessing the most suitable help system e.g. – Internet provider, internal/external IT support, help manuals, help menus.

Unit 002 Database software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use a software application designed to organise and store structured information and generate reports.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Enter, edit and organise structured information in a database
2. Use database software tools to produce reports

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 002 Database software
Learning outcomes and assessment criteria

Outcome 1 Enter, edit and organise structured information in a database

The learner can:

1. List the main components of a database
2. Create a database table for a purpose using specified fields
3. Enter structured data into records to meet requirements
4. Locate and amend data records
5. Respond appropriately to data entry error messages
6. Check data meets needs, making corrections as appropriate

Outcome 2 Use database software tools to produce reports

The learner can:

1. State the type of information that may be required in a report
2. Generate and print pre-defined database reports

Unit 002 Database software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Enter, edit and organise structured information in a database

The learner is required to demonstrate they understand and are able to:

- Explain the basic components of a database - tables, records, fields, forms, queries and reports (they will not be expected to create a query or report) using appropriate terminology
- Demonstrate they can create a simple database with a single table and at least x number of fields
- Enter predefined information into the database created, checking accuracy of data entry and creating new records as required
- Use a number of simple functions to locate data, such as Find, Sort or simple Filter
- Use simple functions to amend data records, such as Find and Replace, Filter and select record or Find and then edit record
- Understand basic error messages on entering data, such as errors entering text into a non-text field or similar, data is to large for the field and be able to use help where the error is beyond the understanding or skills of the candidate
- Use tools to check accuracy of data, such as spell checker, and proofread information entered for consistency and accuracy

Outcome 2 Use database software tools to produce reports

The learner is required to demonstrate they understand and are able to:

- Explain what information can be reported on and what data they would include when asked for specific reports to be provided
- Use the functions of the database to run at least two different reports

Unit 003 Desktop publishing software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use appropriate designs and page layouts for publications
2. Input text and other information into a publication
3. Use desktop publishing software techniques to edit and format a publication

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 003 Desktop publishing software
Learning outcomes and assessment criteria

Outcome 1 Use appropriate designs and page layouts for publications

The learner can:

1. Identify what types of information can be used in a publication
2. Identify page layouts that could be used for the publication
3. Use an appropriate page design and layout for a publication in line with local guidelines, where relevant
4. Use appropriate media for the publication

Outcome 2 Input text and other information into a publication

The learner can:

1. Input information into a publication ready for editing and formatting
2. Identify copyright constraints on using others' information
3. Combine information from different sources in line with any copyright constraints
4. Store and retrieve publication files effectively, in line with local guidelines and conventions

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

The learner can:

1. Identify what editing and formatting was used for the publication
2. Use appropriate techniques to edit publications
3. Use appropriate techniques to format text
4. Manipulate images and graphic elements accurately
5. Check publications meet needs, making corrections as required

Unit 003 Desktop publishing software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use appropriate designs and page layouts for publications

The learner is required to demonstrate they understand and are able to:

- Explain what can be put into a publication, such as text, images, graphics or similar
- Explain the different types of orientation and have a basic understanding of different sizes that could be used for creating a publication, such as A4 for a newsletter, A4 or A3 for a poster, A5 for booklet or leaflet, or other similar examples
- Identify requirements for a publication that may be required by local guidelines. (*where organisations have a house style there is an expectation that the company logo is in a particular location on the page, specific font size and style needs to be used for content, headings and sub headings some or all of which may provided by template documents)* The candidate should be able to identify at least two requirements that might be part of publication guidelines to aid in consistency of 'look and feel' across an organisation.
- Print the document to at least two of printer or PDF or web page and show basic knowledge of why you might select their particular choices

Outcome 2 Input text and other information into a publication

The learner is required to demonstrate they understand and are able to:

- Enter predefined information into a publication, which should consist of at least two of the following;
  - Text (that may include numbers and dates)
  - Images (imported from a digital camera, scanner or the Internet)
  - Clip art (from local computer or Internet)
  - Graphics (drawings generate by the candidate – not part of the assessment – or from the Internet)
- Explain why it is important to identify sources of information and that this is part of copyright law and demonstrate how they would acknowledge sources
- Find and Open publications, Save publications using suitable naming conventions and folders as per local guidelines, Close publications and application

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

The learner is required to demonstrate they understand and are able to:

- Use basic editing functions, such as drag and drop, find and replace, undo/redo, positioning of text and/or images on the page
- Explain the activities undertaken using the correct terminology
- Perform basic formatting text using font, font size, colour, alignment or similar functions
- Perform basic editing of an image or graphic using functions such as crop, size, positioning, adding borders or similar activities. Candidates will be expected to maintain proportion of an image or graphic when resizing
- Use tools to check accuracy of the publications such as spell checker and/or grammar checker and proofread against original source material to ensure content has been accurately copied (typed in) or pasted into the publication, making corrections as appropriate
- Check final publications meets a predefined brief

Unit 004 Audio and video software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use a software application designed to record and edit audio and/or video sequences.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use audio and/or video hardware and software to capture sequences
2. Use audio and /or video software tools to edit sequences
3. Play and present audio and/or video sequences

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 004 Audio and video software
Learning outcomes and assessment criteria

Outcome 1 Use audio and/or video hardware and software to capture sequences

The learner can:

1. Identify what input device and associated software to use
2. Use input devices and built-in audio and/or video software to record information

Outcome 2 Use audio and /or video software tools to edit sequences

The learner can:

1. Identify what audio and/or video software editing software to use
2. Cut and paste short sequences to meet needs
3. Respond to common problems with audio and/or video sequences
4. Identify copyright constraints on using others' information

Outcome 3 Play and present audio and/or video sequences

The learner can:

1. Select audio and/or video software to playback and display audio and/or video sequences
2. Use appropriate device to playback and display audio and/or video sequences

Unit 004 Audio and video software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use audio and/or video hardware and software to capture sequences

The learner is required to demonstrate they understand and are able to:

- Identify that audio sequences can be captured using one or all of the following:
  - Video camera
  - Microphone
  - Mobile Phone
  - Dictation equipment
  - Download from Internet/Intranet
- Identify that video sequences can be captured using one or all of the following:
  - Video camera, Webcam
  - Mobile Phone
  - Download from Internet/Intranet
- Use at least one of the above to record audio and/or video and load into an appropriate software application to save the sequences

NB: The sequence should be 1 minute or longer, to allow for sufficient content to edit if it is used in subsequent evidence gathering

Outcome 2 Use audio and /or video software tools to edit sequences

The learner is required to demonstrate they understand and are able to:

- Use an appropriate software application to open an audio and/or video sequence
- Use simple editing techniques such as insert, delete, cut, copy and paste to extend or shorten a the open sequence or to create a new sequence or work between two or more sequences depending on the ability of the student
- Understand the restrictions that may exist on using other people's materials – copyright constraints and that the original source should be acknowledged if used
- Deal with simple problems such as brightness, contrast, volume, display device not connected

NB: A display device refers to those items that may be used for showing a video or listening to an audio sequence – i.e. if working with audio files only the candidate is not expected to produce anything visual.

Outcome 3 Play and present audio and/or video sequences

The learner is required to demonstrate they understand and are able to:

- Select a software application that will allow them to play an audio and/or video sequence
- Use the software to play the audio and/or video sequence
- Select a display medium that is suitable to either show a video or listen to an audio sequence
- Adjust volume, contrast and brightness, as well as use any facilities provided in the software application or on the display device that will allow them to do one or more of start and stop a sequence, fast forward or rewind a sequence, pause a sequence

NB: Typical examples of display devices that may be easily accessible to candidates and centres could be PC or laptop, video camera, tape recording device, mobile phone, mp3 or mp4 player

Unit 005 Design and imaging software

Level: **Entry Level 3**

Credit value: 2

Unit aims

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Obtain and insert information for designs or images
2. Use design and imaging software tools to manipulate and edit drawings or images

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 005 Design and imaging software
Learning outcomes and assessment criteria

Outcome 1 Obtain and insert information for designs or images

The learner can:

1. Identify what designs or images are needed
2. Obtain, input and prepare images to meet needs
3. Identify what copyright constraints apply to selected images
4. Use an appropriate file format to save design or image files

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

The learner can:

1. Identify which manipulation and editing tools and techniques to use
2. Use suitable tools and techniques to create drawings and images
3. Use appropriate tools and techniques to manipulate and edit designs or images

Unit 005 Design and imaging software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Obtain and insert information for designs or images

The learner is required to demonstrate they understand and are able to:

- A simple understanding of what a design might be and the selection of suitable images *(it is understood that this will vary according to the task, e.g. the images that may be required could be photos from a digital camera, scanned images, graphic elements, drawings or clip art)*
- Prepare an image for use through altering its size, cropping part of the image, editing the image using the functions within the application used, changing the orientation or any similar manipulation of the image to show a change has taken place
- Understand copyright constraints and acknowledge sources, as well as identify and/or state permission to use image
- Understand that there are different file formats for saving designs or images *(it is not expected that a candidate should know all the variants of file formats for images and the ISO standard most likely to be fully supported by a web browser. They should know some of the more common formats and where they are used, such as jpg/jpeg, bmp and wmf – others may be taught as felt appropriate by the tutor)*
- Demonstrate that they can store and retrieve files, using Save, Save as, Find, Open, Close, and should use suitable file names and terminology when doing so

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

The learner is required to demonstrate they understand and are able to:

- Create designs or images by either drawing basic shapes, change properties of an image or shape (eg line width and fill colour), downloading digital photos from a camera, Internet or scanner
- Use suitable manipulation and editing techniques, such as
  - align, arrange
  - rotate, flip
  - cut, copy, paste
  - resize, crop
  - change font, text and colour
- Check their designs or images using appropriate tools and through discussion with the tutor for spelling and grammar, appropriateness of size, alignment and orientation

NB: Where the candidate is asked to *Use suitable tools and techniques to create drawings and images,* this requirement of the tool used and the candidate is not expected to produce both a drawing and an image – one or the other will suffice.

Unit 006 Using e-mail

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is about the ability to make the best use of e-mail software to safely and securely send, receive and store messages.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use e-mail software tools to send and compose messages
2. Manage incoming e-mail
3. Respond to common problems when using e-mail

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 006 Using e-mail
Learning outcomes and assessment criteria

Outcome 1 Use e-mail software tools to send and compose messages

The learner can:

1. Use software tools to compose e-mail messages
2. Attach a file to an e-mail message
3. Send and receive e-mail messages using appropriate tools
4. Identify how to stay safe and respect others when using e-mail

Outcome 2 Manage incoming e-mail

The learner can:

1. Follow guidelines and procedures for using e-mail
2. Identify when to respond to e-mail messages
3. Read and respond to e-mail messages
4. Store e-mail messages appropriately for future use

Outcome 3 Respond to common problems when using e-mail

The learner can:

1. Respond to common e-mail problems
2. Identify where to get expert advice to solve a problem

Unit 006 Using e-mail

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use e-mail software tools to send and compose messages

The learner is required to demonstrate they understand and are able to:

- Compose and e-mail using appropriate language that has been checked for errors using suitable tools such as a spell checker.
- Send and e-mail and include recipients appropriately, using To, CC, Subject to demonstrate their understanding of e-mail terminology
- Demonstrate an understanding of when to use Reply, Reply All and Forward
- Identify how to stay safe and maintain a secure working environment when using an e-mail system, e.g. avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality

Outcome 2 Manage incoming e-mail

The learner is required to demonstrate they understand and are able to:

- Follow guidelines and procedures set by employer or organisation, such as health and safety, security, copyright; netiquette; password protection
- Develop suitable e-mail responses to those received and decide on priorities when faced with responding to multiple e-mails.
- Gather information needed to respond, as well as decide when and who to copy in to the response
- Organise and store e-mails, creating folders using suitable naming convention and delete unwanted messages

Outcome 3 Respond to common problems when using e-mail

The learner is required to demonstrate they understand and are able to:

- Respond appropriately to common e-mail problems, such as size or number of attachments, how to handle messages from unknown users (understating such terms as SPAM, junk mail, chain-mail, 'phishing'), how to avoid viruses
- Identify where expert advice may be obtain for issues they cannot resolve, by knowing their limits of understanding and skills, e.g. help menus, manufacturer's guidelines,
- Understand and demonstrate where possible how to follow advice and provide information needed by experts to resolve any issues

Unit 007 Using the Internet

Level: **Entry Level 3**

Credit value: 1

Unit aims

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Connect to the Internet
2. Use browser software to navigate web pages
3. Use browser tools to search for information from the Internet and the world-wide web or an intranet
4. Use browser software to communicate information online
5. Follow and understand the need for safety and security practices when working online

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 007 Using the Internet
Learning outcomes and assessment criteria

Outcome 1 Connect to the Internet

The learner can:

1. Get online with an Internet connection
2. Identify at least two types of connection methods that can be used to access the Internet

Outcome 2 Use browser software to navigate web pages

The learner can:

1. Use browser tools to navigate web pages
2. Use browser help facilities to solve problems
3. Identify why you might need to change settings to aid navigation

Outcome 3 Use browser tools to search for information from the Internet and the world-wide web or an intranet

The learner can:

1. Use appropriate search techniques to locate information
2. Use references to make it easier to find information another time
3. Identify a means of saving a page for quick access in the future

Outcome 4 Use browser software to communicate information online

The learner can:

1. Use tools to access and complete on-line forms
2. Identify an opportunity to interact with a website

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

The learner can:

1. Work responsibly when working online
2. Identify common threats to information security
3. Keep information secure
4. Manage personal access to online sources securely
5. Identify common threats to user safety
6. Follow relevant laws, guidelines and procedures for the use of the Internet

Unit 007 Using the Internet

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Connect to the Internet

The learner is required to demonstrate they understand and are able to:

- Understand and demonstrate how to access the Internet from a personal computer
- Explain the difference between two types of Internet connect using appropriate terminology
- Understand the benefits of one type of connection from another

Outcome 2 Use browser software to navigate web pages

The learner is required to demonstrate they understand and are able to:

- Open one or more types of Internet browser software
- Find their way to different organisations, products or places on the Internet using the URL directly or going to pages following links or go to option
- Use basic browser tools, such as Back, Forward, Refresh, Stop, Homepage, New window/tab, Address bar and Search bar
- Explain how to resolve basic problems by making use of the browser help facilities to do so
- Identify why you might need to change settings to aid navigation, such as changing of home page, text size, history size, autofill or any other similar functions

Outcome 3 Use browser tools to search for information from the Internet and the world-wide web or an intranet

The learner is required to demonstrate they understand and are able to:

- Open and use on or more search engines and use appropriate search techniques (making use of quotation marks) to locate information
- Select sites from the search results
- Make use of History, Favorites or Bookmarks for quick access to frequently required pages
- Identify and use appropriate naming for the saving of a page for quick access in the future

Outcome 4 Use browser software to communicate information online

The learner is required to demonstrate they understand and are able to:

- Show basic knowledge of communicating via the Internet using a blog or instant message facility, such as local VLE, MS Messenger, e-mail links to a page or other similar activities using appropriate nettiquette
- Complete online form, to request information, to order something, for a review/survey

Unit 008 Using mobile IT devices

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

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

The learner is required to demonstrate they understand and are able to:

- Demonstrate how to and explain why it is necessary to maintain a safe working environment
- Identify threats to Internet user safety, such as 'cyberbullying', inappropriate behaviour, grooming, phishing, identifty theft, hackers and financial deception or similar activities
- Explain the need to maintain a secure working environment when using the Internet, such as keeping backups of important information, making use of usernames and passwords (especially the use of appropriately strong passwords), viruses or other malicious programmes
- Identify basic safety precautions for Internet use, such as security settings, firewall, when and how much personal information to provide, use of PIN, who may have access to information shown, downloading programmes or files from unknown sources or other similar activities
- Identify and work within the local guidelines for Internet use, security, downloading, health and safety, as well as a basic awareness of laws that relate to information on the Internet, such as Copyright or other similar laws

Unit 008 Using mobile IT devices

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is about the ability to use mobile or handheld devices for data capture, processing and storage.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Set up a mobile device to meet needs
2. Input and store data on a mobile device
3. Transfer data between mobile devices
4. Maintain the performance of a mobile device

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 008 Using mobile IT devices
Learning outcomes and assessment criteria

Outcome 1 Set up a mobile device to meet needs

The learner can:

1. Use correct procedures to start and shutdown a mobile device
2. Use standard interface features and settings
3. Identify any specific health and safety issues associated with the use of the mobile device

Outcome 2 Input and store data on a mobile device

The learner can:

1. Input data into a mobile device
2. Store and retrieve data on a mobile device
3. State why it is important to stay safe, keep information secure and to respect others when using mobile devices

Outcome 3 Transfer data between mobile devices

The learner can:

1. Use a connection between devices
2. Transfer information between mobile devices
3. Recognise copyright constraints on the use of information
4. Identify requirements for devices to connect

Outcome 4 Maintain the performance of a mobile device

The learner can:

1. Identify common problems that occur with mobile devices and where to get expert advice to solve them
2. Respond appropriately to common device problems
3. Identify factors that can affect the performance of the mobile device

Unit 008 Using mobile IT devices

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Set up a mobile device to meet needs

The learner is required to demonstrate they understand and are able to:

- Switch on and off a mobile device, which may be a mobile phone, mp3 or mp4 player, laptop, netbook or similar device
- Use the product to perform basic functions without making any adjustments to the device or its software (if appropriate)
- Make simple setting adjustments such as ring tone selection, volume control, brightness or contrast
- State some of the common health and safety issues around use of the device selected;
    - excessive use of mobile phones issues
    - iPod finger associated with using same fingers excessively to operate an mp3 player or texting on a mobile phone
    - repetitive strain injury – RSI – using laptop or netbook or mobile phone
    - eye strain – working with laptop, netbook or staring at tiny mp3/4 screens
    - any other issue that fit within maintaining a safe and healthy use of such devices

Outcome 2 Input and store data on a mobile device

The learner is required to demonstrate they understand and are able to:

- Place some for of information into the mobile device and save it, examples could be download onto an mp3/4 player, typing in a contact number to a mobile phone, entering data or copying an image onto a laptop or netbook or similar activities
- Retrieve the information that was saved, using it in someway such as phoning the number or placing a downloaded image as the screen wallpaper could be used
- State why using mobile technology has drawbacks, examples are; using them in public where others may be able to see what they are doing, maintaining the security and privacy of contacts and their personal details, mugging for mobile devices on public display, vulnerability of wireless links
- Respect those around them, and the owners of the information the may be using, when using a mobile device. Examples are; the Dom Joly mobile phone user, excessive volume of an mp3/4 player in confined spaces, security of data when working in public areas

Outcome 3 Transfer data between mobile devices

The learner is required to demonstrate they understand and are able to:

- Do one of the following depending on device used
    - Make a phone call to another mobile phone or send a text message
    - Moving information from one laptop/netbook to another using memory stick (or other storage media) or Bluetooth or connecting to some form of network
- State the requirements to ensure a connection, such as both devices need Bluetooth, working phone network, suitable media that can be used by both devices
- State why information transfer could breach copyright or similar laws

Unit 008 Using mobile IT devices

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 4 Maintain the performance of a mobile device

The learner is required to demonstrate they understand and are able to:

- State what problems may occur when using a mobile device, such as battery failure, connectivity failure, corrupt information, lost data, or similar issues
- Find assistance to fix a problem whether the supplier, manual or help menu facilities
- State the most common problems they might face when using a mobile device, such as low battery, no mobile network service, incorrect phone numbers or similar problems

Unit 009 Presentation software

Level: **Entry Level 3**

Credit value: 2

Unit aims

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Input and combine text and other information within presentation slides
2. Use presentation software tools to structure, edit and format slides
3. Prepare slides for presentation

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 009 Presentation software
Learning outcomes and assessment criteria

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

The learner can:

1. Identify what types of information to use in the presentation
2. Enter information into presentation slides so that it is ready for editing and formatting
3. Combine information for presentations in line with any copyright constraints
4. Identify copyright constraints on using others' information
5. Store and retrieve presentation files effectively, in line with local guidelines

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

The learner can:

1. Select a template and theme for slides
2. Use appropriate techniques to edit slides
3. Apply format techniques to slides

Outcome 3 Prepare slides for presentation

The learner can:

1. Identify how the slides should be presented
2. Prepare and present slides for presentation
3. Check presentation using IT tools making corrections as appropriate

Unit 009 Presentation software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

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

The learner is required to demonstrate they understand and are able to:

- State the types of information that may be used in a presentation, examples being text, images, clip art, numbers, audio, video
- Enter mixture of text, numbers, images, clipart or other suitable objects into slides of an existing or new presentation
- Identify where copyright or similar laws may apply to the information being entered into the presentation and what this may mean when wishing to use data or images from third party sources
- Save a presentation and open a presentation – these operations do not have to be performed on the same file (where it is felt appropriate, a centre may choose to ensure that the candidate is able to use the Save As facility if provided by the software application being used)

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

The learner is required to demonstrate they understand and are able to:

- Find templates provide by the software application being used and select one (where no templates exist a centre will need to create some blank presentation files to allow the candidate to exercise some choice)
- Use at least two of the slide editing facilities provided by the software application being used to edit text, numbers or images, such as changing font size or type, changing size of text or image boxes, change size of image, reposition text or image box
- Change the format of a slide or where 'global' formatting used they make changes to all the slides in a presentation, such as change of template, background colour, orientation, font styles or sizes or colour, use or remove or change bullet points, use undo, redo

Outcome 3 Prepare slides for presentation

The learner is required to demonstrate they understand and are able to:

- State how they will present the slides, such as on the PC monitor or laptop screen, via a projector, printed copy (full slide, handout or notes format) – can be to PDF if access to a printer is not available - or other similar devices
- How to put the slides in the correct order ready for presentation and state what they might consider they would do for a printed version as opposed to a version shown on computer screen or via projected
- View the slide to check for errors and make any corrections required to text, numbers or layout

Unit 010 Spreadsheet software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use a software application designed to record data in rows and columns, and perform calculations with numerical data.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Enter and edit numerical and other information using spreadsheets
2. Use appropriate formulas and tools to summarise and display spreadsheet information
3. Use appropriate tools and techniques to present spreadsheet information effectively

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 010 Spreadsheet software
Learning outcomes and assessment criteria

Outcome 1 Enter and edit numerical and other information using spreadsheets

The learner can:

1. Enter and edit numerical and other information accurately
2. Store and retrieve spreadsheet files effectively, in line with local guidelines

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

The learner can:

1. Identify how to summarise and display the required information
2. Use formulas and tools as needed to summarise data and process information

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

The learner can:

1. Use appropriate tools and techniques to format spreadsheet cells, rows and columns
2. Identify the chart or graph type used to display information
3. Use appropriate tools to generate a chart or graph
4. Select a page layout to present and print spreadsheet information
5. Check spreadsheet information using IT tools making corrections as appropriate

Unit 010 Spreadsheet software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Enter and edit numerical and other information using spreadsheets

The learner is required to demonstrate they understand and are able to:

- Enter information provide into a spreadsheet accurately, this should be a combination of text and numerical information
- Save the spreadsheet, find and retrieve a spreadsheet – the retrieve a spreadsheet may be applied to a different file than the one the candidate creates

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

The learner is required to demonstrate they understand and are able to:

- State how the might summarise given information, examples could be adding the total of sales and adding the total of purchase or taking the two totals away from each other to provide a figure of money available or owing, sort the information either by numbers or text, the data could be shown as a graph or other similar activities
- Use simple formulas such as add, subtract, multiply and divide
- Use simple tools such as the Sum, Currency, and formatting buttons to aid with understanding the spreadsheet and summary of information

NB: Tools refers to;

- simple functions that may be accessed from the toolbar and it would be advisable to explain that the buttons used are *functions* and what this means, though their understanding of this will not be tested it will help them move to the next level and in their use of correct terminology
- the formatting buttons including change of font type and size

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

The learner is required to demonstrate they understand and are able to:

- Use a at least two formatting facilities for specific cells, whole rows or columns, such as changing font type, size, bold, underline, italics, Currency, alignment, Percentages
- Change the row height or column width to accommodate formatting changes where required
- Recognise at least two types of graph
- Use the graph wizard to create a graph
- Use Print Preview to check their work and then make changes required, including changes to the orientation to provide a suitable layout that will allow them to print the whole spreadsheet if required

NB: Centres may wish to show how to use the Margins in Print Preview, moving the lines to get all the data to fit on the one page or to position the spreadsheet on the page

Unit 011 Word processing software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to use a software application designed for the creation, editing and production of largely text-based documents

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Input text and edit word processing documents
2. Structure information within word processing documents
3. Use word processing software tools to format and present documents

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 011 Word processing software
Learning outcomes and assessment criteria

Outcome 1 Input text and edit word processing documents

The learner can:

1. Use keyboard or other input method to enter or insert text
2. Give examples of the types of document that you could create using a word processor
3. Store and retrieve document files, in line with local guidelines
4. Identify why you would use a word processor to create documents
5. Use editing tools
6. Identify editing used to aid meaning

Outcome 2 Structure information within word processing documents

The learner can:

1. Use appropriate templates to create a new document
2. Identify the templates used
3. Use appropriate page layout to present and print documents
4. Name common items that can used to affect page layout

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

The learner can:

1. Use appropriate techniques to format characters
2. Identify formatting used to aid meaning
3. Use appropriate techniques to format paragraphs
4. Identify tools that can aid in checking documents for accuracy and consistency
5. Check documents meet needs, using IT tools and making corrections as appropriate

Unit 011 Word processing software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Input text and edit word processing documents

The learner is required to demonstrate they understand and are able to:

- Enter text and numbers from information provided, ensuring accuracy when copying through proof reading
- Find and open files from within folders as directed
- Save files using suitable naming convention to be able to find them easily at a later date, some brief explanation of version control would aid the candidate
- Edit the document using basic tools such as insert and delete of text or numbers, make use of copy and paste as required
- Identify what types of editing you might do to aid the reading of a document such as paragraphs, specific punctuation, bullet points or other similar functions
- Explain why a word processor would be used – easier to read, able to send via electronic means or other similar reasons
- Name types of document that could be word processed, such as poster, letter, leaflet, memorandum, facsimile, book, manual, formatted lists, or other similar answers

Outcome 2 Structure information within word processing documents

The learner is required to demonstrate they understand and are able to:

- Make use of templates provided on their personal computer or the local network, they are not expected to know how to create a new template
- Identify which template they selected and what it is used for, such as letter, facsimile, memorandum, reports, C.V. or other similar
- Use portrait or landscape appropriately and make basic changes to the margins
- Identify that margins, page size, orientation or similar can effect the page layout

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

The learner is required to demonstrate they understand and are able to:

- Demonstrate the use of basic formatting tools, such as Bold, Underline, Italics, font style and font size or similar, and understand what it that have used and the effect on the text or numbers
- Show paragraphs clearly, either through line spacing, indenting of first line or both or other similar paragraph functions
- Explain how to check a document for accuracy and consistency by use of proofreading, spell checking, grammar checking and comparison with original information
- Use spell and grammar checking tools to make corrections, be aware of words not included in the dictionary provided and the need to proofread to check completed document(s)
- Make use of Print Preview to check layout and consistency of formatting use

Unit 012 Personal information management software

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is about the ability to use software designed for the purpose of managing and organising contacts, appointments, tasks and notes. Software may also be termed Personal Planning software.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use a calendar to schedule appointments
2. Use a task list to prioritise activities
3. Use an address book to store, organise and retrieve contact information

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds and are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 012 Personal information management software
Learning outcomes and assessment criteria

Outcome 1 Use a calendar to schedule appointments

The learner can:

1. Create, edit and delete calendar entries
2. Organise and display appointments as required

Outcome 2 Use a task list to prioritise activities

The learner can:

1. Create, edit and delete task information
2. Organise and display tasks, setting targets for completion

Outcome 3 Use an address book to store, organise and retrieve contact information

The learner can:

1. Create, edit and delete contact information
2. Organise and display contact information
3. Describe why it is important use personal data responsibly and safely
4. Outline why and how to keep contact information up to date

Unit 012 Personal information management software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use a calendar to schedule appointments

The learner is required to demonstrate they understand and are able to:

- Open a personal information management application and use their calendar to enter an appointment for themselves
- Delete and edit entries in their calendar
- Show the information in different views, such as by day, week, working week or month or similar views

Outcome 2 Use a task list to prioritise activities

The learner is required to demonstrate they understand and are able to:

- Open a personal information management application and use their task list to enter an activity to be carried out for themselves that should include a date for completion
- Delete entries in their task list
- Edit entries in their calendar which could be the text or date or other information available
- Display the task list and change the order of the list, such as by subject or due date or select specific task to show

Outcome 3 Use an address book to store, organise and retrieve contact information

The learner is required to demonstrate they understand and are able to:

- Open a personal information management application and use their address book to enter a new contact with name address and telephone number as the minimum amount of information
- Organise the information in the address book, such as sorting by surname, company or other categories available
- Change the display view to full details or a sub set of the information available, such as a phone list
- State the importance of keeping and using personal data responsibly, such things as respecting confidentially so that the information is secure and only available to those allowed to see it (Data Protection Act and similar laws, though the knowledge of their names will need not be tested), only use the information for the reasons that the person gave it originally – e.g. personal use as opposed to be part of a mass mailing – may require password protection, or similar reasons
- State the reasons that information should be kept up to date, such as ensuring that important information is able to get to those that need it, mail is not returned undelivered or not known at address or bounce backs for e-mails, those who not longer want to be part of mailing lists, no longer doing the job, deceased or other similar reasons
- State how they could ensure that information was up to date and what they would , such as regular contact to check details or other similar activities, and then edit, add or delete contact details as required

Unit 013 Bespoke or specialist software

Level: **Entry Level 3**

Credit value: 2

Unit aims

This unit is about the ability to select and use a suitable specialist or bespoke software application to carry out an appropriate task.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Input and organise information using specialist or bespoke applications
2. Use tools and techniques to edit, process, format and present information

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds, which are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge agreed with the External Verifier and Product Manager as being appropriate to meet the assessment criteria
- portfolio of evidence
- centre created scenarios

Unit 013 Specialist/bespoke software
Learning outcomes and assessment criteria

Outcome 1 Input and organise information using specialist or bespoke applications

The learner can:

1. Use a keyboard or other input method to enter the relevant information into existing templates and/or files so that it is ready for processing
2. Store and retrieve data in line with local guidelines and conventions where available

Outcome 2 Use tools and techniques to edit, process, format and present information

The learner can:

1. Use appropriate tools and techniques to process, edit and format information
2. Check information meets needs making corrections as appropriate
3. Use appropriate presentation methods and accepted layouts

Unit 013 Specialist/bespoke software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Input and organise information using specialist or bespoke applications

The learner is required to demonstrate they understand and are able to:

- Work with a variety of information depending on the software used, which could include one or more of – but is not limited to;
  - Text
  - Numbers
  - Photographs or scanned images
  - Graphical designs and images
  - Digitally recorded sound
  - Graphs or charts
  - Tables
- Demonstrate competent use of data input methods that may include one or more of – but is not limited to;
  - Keyboard skills using a wide range of keys, checking accuracy of data input and using any keyboard short cuts where appropriate
  - Voice recognition or recording
  - Touch screen
  - Stylus
  - Number pad
- Work with existing templates or forms to enter information
- Find and open existing files, using Save As to save changes made
- Save new files and close the files as well the software correctly

Outcome 2 Use tools and techniques to edit, process, format and present information

The learner is required to demonstrate they understand and are able to:

- Edit information as directed using simple techniques, such as – but is not limited to;
  - Inserting information
  - Selecting information to format
  - Deleting information
  - Find and replace information
  - Cut, copy and paste information
- Check information and make corrections as directed or required that may include – but is not limited to;
  - Spellchecking
  - Grammar checking
  - Numeric accuracy
  - Sound volume
- Present information in an appropriate manner as directed using one or more of – but is not limited to;
  - On-screen display
  - Pre-defined reports to print or on-screen
  - Digital file

Unit 014 Data management software

Level: **Entry Level 3**

Credit value: 2

Unit aims

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Enter, edit and maintain data records in a data management system
2. Retrieve and display data records to meet requirements

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds, which are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios

Unit 014 Data management software
Learning outcomes and assessment criteria

Outcome 1 Enter, edit and maintain data records in a data management system

The learner can:

1. Identify the security procedures used to protect data
2. Enter data accurately into records
3. Locate and amend individual data records
4. Check data records for accuracy making corrections as necessary
5. Respond appropriately to data entry error messages
6. Follow local or legal guidelines for the storage and use of data where available

Outcome 2 Retrieve and display data records to meet requirements

The learner can:

1. Search for and retrieve information to meet given requirements.
2. Identify what report to run to output the required information
3. Select and view specified reports to output information

Unit 014 Data management software

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Enter, edit and maintain data records in a data management system

The learner is required to demonstrate they understand and are able to:

- State what procedures were required to be able to use the data management software, whether they were required to 'login' to the system or not or any similar security measures that may have been required
- Create a new record and enter data provide into the data management system using a form or other view of the data to do so, checking the information that is entered to ensure accuracy of input
- Find and amend two or more records either for data errors or update of information
- Check the accuracy of the data in the data management system, such as removing duplicates, ensuring consistency of case, use of spell checker (if available)
- Identify when an error has occurred and correct if able, such as numbers in a text field, information is to large for the field being used or similar, or seek assistance either from the help system or relevant person
- Ensure that local or legal guidelines (Data Protection or similar laws) are adhered to in order to protect the data being kept and used

Outcome 2 Retrieve and display data records to meet requirements

The learner is required to demonstrate they understand and are able to:

- Search for a specific record or records
- State what report would be used for a specific purpose, such as monthly sales figures, individual targets, list of clients by area, all people over 5 foot or similar
- Select a report to view or print

Unit 015 Online basics

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is about the skills and knowledge required to use simple tools and techniques to find information on the internet to meet requirements, and send and receive email messages with appropriate support and guidance when needed.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use an online IT system to meet needs
2. Search for and use internet-based information
3. Use e-mail to communicate and exchange information

Guided learning hours

It is recommended that **9** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds, which are based on the Level 1 National Occupational Standards for IT users.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence
- centre created scenarios
- centre observed My Guide Online basic assessments

Unit 015 Online basics
Learning outcomes and assessment criteria

Outcome 1 Use an online IT system to meet needs

The learner can:

1. Start an online IT system or application and close it down appropriately when finished
2. Set and use a password where necessary
3. Work safely and responsibly online

Outcome 2 Search for and use internet-based information

The learner can:

1. Choose appropriate sources of IT-based information to meet needs
2. Use browser software to navigate web pages and find required information
3. Select and use information which is reliable and fit for purpose

Outcome 3 Use e-mail to communicate and exchange information

1. Open and read e-mail messages
2. Create and send e-mail messages
3. Enter and edit text to meet needs

Unit 015 Online basics

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use an online IT system to meet needs

The learner is required to demonstrate they understand and are able to:

- **Start and close down online system**
  - Understand and demonstrate how to access the Internet from a personal computer
  - Close down software used and system
  - Look at a variety of Internet browsers
    - Why you would use certain browsers over others – such as amount of results provided, advertising, sponsored links
- **Set up and use a password**
  - Use a login facility to access a system
  - Understand why logins are used
    - Making use of usernames and passwords (especially the use of appropriately strong passwords)
- **Working safely online**
  - Identify threats to Internet user safety, such as
    - 'cyberbullying'
    - inappropriate behaviour
    - grooming, phishing
    - identify theft
    - hackers
    - financial deception or similar activities
    - viruses or other malicious programmes – how are they delivered
  - Understand the need to maintain a secure working environment when using the Internet, such as
    - keeping backups of important information
    - Anti-virus software
    - Firewalls
    - Spyware
  - Know the basics about finding who holds personal information about an individual and how to access and/or correct it
    - Data Protection Act (1998)
    - Freedom of Information Act (2000)
  - Identify basic safety precautions for Internet use:
    - who may have access to information shown
    - downloading programmes or files from unknown sources or other similar activities
    - checking for secure online payment and other secure areas
    - child safety online – user set up, use of chat rooms, meeting chat buddies
      1. **www.virtualglobaltaskforce.com** and **www.getsafeonline.org** for some ideas and details
  - Identify and work within the local guidelines for Internet use
    - Security
    - Downloading
    - health and safety
    - as well as a basic awareness of laws that relate to information on the Internet, such as Copyright or other similar laws

Unit 015 Online basics

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 2 Search for and use internet-based information

The learner is required to demonstrate they understand and are able to:

- **Choose appropriate sources of IT-based information to meet needs**
  - Use Internet browser
    - Use browser search and benefits of search engines
      1. general search (eg. Using a single word)
      2. refine search (eg. Use more words to make it more specific or use quotes
    - Find specific:
      1. organisations, products, places
      2. follow links or options
- **Use browser software to navigate web pages and find required information**
  - Use of different browsers
    - most popular vs others (eg. get more results with some, sponsored links, advertising)
  - Use basic browser tools
    - Back, Forward, Refresh, Stop, Homepage, Address bar and Search bar
    - Search within a website for specific details
      1. what is the difference between this and browser search?
  - Other key browser functions
    - use URL/ web address, bookmark/favorites
    - new window or tab
- **Select and use information which is reliable and fit for purpose**
  - Identify what makes a reliable source of information
  - Find specific information using appropriate website
    - Search within a website for specific details
      1. what is the difference between this and browser search?
  - Save images or files for later use
    - consider what would be needed if the image or file required editing

Outcome 3 Use e-mail to communicate and exchange information

The learner is required to demonstrate they understand and are able to:

- **Open and read e-mail messages**
  - Use appropriate mouse and/or keyboard techniques to open an email
  - Decide on priorities when faced with responding to multiple emails
- **Create and send e-mail messages**
  - Compose an email using appropriate language and send to a recipient
  - Use To:, Cc and Subject appropriately
- **Enter and edit text to meet needs**
  - Add or edit text of received email and demonstrate the use Reply, Reply All and Forward
  - Check for errors, using suitable tools, such as a spell checker

Unit 091 Computer basics

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is based on the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding about the fundamentals of computing, the components of a computer, operating system basics and how to use a mouse and a keyboard.

This is a module

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Introduction to computers
2. Common computer terminology
3. Computer performance and features
4. Computer operating systems
5. Career opportunities

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by:

- multiple choice test covering underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence

Unit 091 Computer basics
Learning outcomes and assessment criteria

Outcome 1 Introduction to computers

The learner can:

1. Describe the importance of computers in today's world
2. Identify the main parts of a computer
3. Identify the steps for starting and shutting down a computer
4. Identify the different groups of keys on a keyboard
5. Perform different tasks by using a mouse

Outcome 2 Common computer terminology

The learner can:

1. Identify the primary hardware components of a computer
2. Explain an operating system
3. Explain programs and data
4. Describe a network and the types of networks.
5. Explain the terms *Internet, World Wide Web*, and *intranet*

Outcome 3 Computer performance and features

The learner can:

1. Compare the features of different types of computers
2. Explain the role of memory
3. Explain the basics of computer performance
4. Describe the types of productivity programs and their uses
5. Describe the types of communication programs and their uses
6. Describe the uses of educational and entertainment programs

Outcome 4 Computer operating systems

The learner can:

1. Explain the common functions of an operating system
2. Identify the main components of the interface
3. Explain the options available at start up
4. Work with the interface within programs
5. Manage files and folders
6. Perform basic file operations

Outcome 5 Career opportunities

The learner can:

1. Describe how computers have become a central part of everyday life
2. Identify the career opportunities available for a computer-literate person

Unit 092 The Internet and World Wide Web

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of how to connect to the Internet, browse web pages, navigate web sites, use search engines and exchange e-mail with others.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. The Internet
2. The World Wide Web
3. Using e-mail
4. Other Methods of Communicating on the Internet

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by:

- multiple choice test covering underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence

Unit 092 Internet and World Wide Web
Learning outcomes and assessment criteria

Outcome 1 The Internet

The learner can:

1. Describe the uses of the Internet
2. Identify the requirements for an Internet connection
3. Identify the features of two types of Internet connections
4. Relate the term bandwidth to types of Internet connections

Outcome 2 The World Wide Web

The learner can:

1. Describe the components of the Web
2. Explain how Web addresses work
3. Explore Web sites by using a browser
4. Search for reliable information on the Web
5. Explain how to perform transactions over the Web

Outcome 3 Using e-mail

The learner can:

1. Explain how e-mail works
2. Write and send e-mail messages
3. Manage e-mail messages
4. Identify correct e-mail etiquette

Outcome 4 Other Methods of Communicating on the Internet

The learner can:

1. Identify the features of online communities
2. Explain how instant messaging works
3. Explain how to create and publish Web pages

Unit 093 Productivity programmes

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of the most common productivity software applications used in business, in education and at home. Understand how to select the right software for a project and learn the fundamentals of word processing, spreadsheets, presentation software and databases.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Introduction to productivity programmes
2. Common features and commands
3. Introduction to word processors
4. Introduction to spreadsheet programmes
5. Introduction to presentation programmes
6. Introduction to database programmes

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by:

- multiple choice test covering underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence

Unit 093 Productivity programmes
Learning outcomes and assessment criteria

Outcome 1 Introduction to productivity programmes

The learner can:

1. Describe the functionality of various productivity programmes

Outcome 2 Common features and commands

The learner can:

1. Identify the main components of the graphical user interface (GUI) of a productivity program
2. Use the pointer to navigate in a program
3. Identify the purpose of tabs, groups, and commands or the commands on the menu bar relevant to the operating system used
4. Use the buttons on the toolbars to perform various tasks
5. Type text and characters in a program by using the keyboard
6. Explain the use of keyboard shortcuts and key combinations

Outcome 3 Introduction to word processors

The learner can:

1. Perform basic tasks in a word processor
2. Edit and format text
3. Work with tables and pictures
4. Proofread a document
5. Identify the benefits of desktop publishing

Outcome 4 Introduction to spreadsheet programmes

The learner can:

1. Identify the components of a spreadsheet
2. Enter data into a spreadsheet
3. Perform basic mathematical tasks in a spreadsheet
4. Insert charts in a spreadsheet
5. Identify the options available for printing and print a spreadsheet

Outcome 5 Introduction to presentation programmes

The learner can:

1. Identify the elements of a presentation program
2. Create a presentation
3. Add graphics and multimedia to a presentation
4. Identify and use the options available to print presentations in different formats in a presentation programme

Outcome 6 Introduction to database programmes

The learner can:

1. Explain basic concepts of a database
2. Create a database
3. Work with records in a database
4. Explain what database queries are and how they work
5. Explain what reports are and their uses, and work with reports

Unit 094 Computer security and privacy

Level: **Entry Level 3**

Credit value: 1

Unit aims

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding to help users gain confidence in computing by explaining the risks and threats to computer security and privacy in order to prevent them.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Introduction to computer security and privacy
2. Protecting your computer and your data
3. Protecting yourself and your family from security threats
4. Keeping your computer secure and updated
5. Computer ethics

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by:

- multiple choice test covering underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence

Unit 094 Computer security and privacy
Learning outcomes and assessment criteria

Outcome 1 Introduction to computer security and privacy

The learner can:

1. Explain computer security and privacy
2. Identify natural threats to your computer
3. Identify measures to protect your computer against natural threats
4. Identify threats to your computer from human actions
5. Identify measures to protect your computer against threats from human actions

Outcome 2 Protecting your computer and your data

The learner can:

1. Identify guidelines for protecting your computer, including the operating system, software and data
2. Identify best practices for securing online and network transactions
3. Identify measures for securing e-mail and instant messaging transactions

Outcome 3 Protecting yourself and your family from security threats

The learner can:

1. Identify measures that you can use to protect your privacy
2. Explain how online predators operate
3. Identify guidelines to protect your family from online predators

Outcome 4 Keeping your computer secure and updated

The learner can:

1. Explain the security settings on your computer and their purpose
2. Identify the options for keeping your computer up-to-date

Outcome 5 Computer ethics

The learner can:

1. Explain intellectual property and copyright as they apply to computing
2. Identify acts of copyright violation and the measures to prevent those acts
3. Identify the legal concerns associated with information exchange

Unit 095 Digital lifestyle

Level: **Entry Level 3**

Credit value: 1

Unit aims

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. The digital experience
2. Introduction to digital audio
3. Introduction to digital video
4. Introduction to digital photography
5. Digital technology and career opportunities

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Entry Level 3 standards devised by e-Skills UK and City & Guilds.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by:

- multiple choice test covering underpinning knowledge
- an assignment covering practical skills and underpinning knowledge
- portfolio of evidence

Unit 095 Digital lifestyle
Learning outcomes and assessment criteria

Outcome 1 The digital experience

The learner can:

1. Describe the benefits of digital technology
2. Explain how digital technology expands the features of digital devices

Outcome 2 Introduction to digital audio

The learner can:

1. Identify the characteristics of digital audio
2. Explain the concepts of recording, copying, and converting digital audio
3. Identify the features of speech technologies

Outcome 3 Introduction to digital video

The learner can:

1. Identify the characteristics of digital video
2. Explain what digital video editing is and the output formats for digital video
3. Identify the features of Web video technologies

Outcome 4 Introduction to digital photography

The learner can:

1. Explain the benefits, features, and workings of a digital camera
2. Explain how to edit and manage digital images
3. Identify the features of different types of printers that are available for printing photos

Outcome 5 Digital technology and career opportunities

The learner can:

1. Explain how digital technology helps people work from any location
2. Identify the career opportunities available for information workers
3. Identify the career opportunities available for IT professionals
4. Identify the career opportunities available for developers

Unit 134 Internet Safety for IT users

Level: **Level 1**

Credit value: 3

Unit aims

This unit is about the skills and knowledge required by the IT user to work safely and responsibly online. As a result of this unit, IT users will understand the risks of working online and be able to take appropriate precautions to safeguard themselves and others.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the risks that can exist when using the Internet
2. Know how to safeguard self and others when working online
3. Take precautions to maintain data security
4. Follow legal constraints, guidelines and procedures which apply when working online

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Level 1 standards for IT users devised by e-skills UK and City & Guilds

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Unit 134 Internet Safety for IT users
Learning outcomes and assessment criteria

Outcome 1 Understand the risks that can exist when using the Internet

The learner can:

1. Identify risks to user safety and privacy.
2. Identify risks to data security.
3. Identify risks to system performance and integrity.
4. Outline how to minimise Internet risks.
5. Outline factors that affect the reliability of information on websites

Outcome 2 Know how to safeguard self and others when working online

The learner can:

1. Take appropriate precautions to ensure own safety and privacy.
2. Protect personal information online.
3. Carry out checks on others' online identity.
4. Describe the forms and features of cyberbullying.
5. Identify when and how to report online safety issues.
6. Identify where to get online help and information on e-safety

Outcome 3 Take precautions to maintain data security

The learner can:

1. Take appropriate precautions to maintain data security.
2. Take appropriate precautions to maintain system performance and integrity.
3. Use appropriate browser safety and security settings.
4. Use appropriate client software safety and security settings

Outcome 4 Follow legal constraints, guidelines and procedures which apply when working online

The learner can:

1. Identify legal constraints on the uploading and downloading of software and other digital content.
2. Identify legal constraints on online behaviour.
3. Correctly observe guidelines and procedures for the safe use of the Internet

Unit 135 Using a computer keyboard

Level: **Level 1**

Credit value: 1

Unit aims

This unit is about the skills and knowledge required by the IT User to use a computer keyboard to input information accurately.

As a result of this unit, IT Users will be able to navigate and control the user interface using keyboard commands, without the aid of a mouse or other pointing device.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Use a keyboard to enter and edit alphanumeric information accurately
2. Use a keyboard to access and navigate software applications

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Level 1 standards for IT users devised by e-skills UK and City & Guilds

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.

Assessment

This unit will be assessed by either:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Unit 135 Using a computer keyboard
Learning outcomes and assessment criteria

Outcome 1 Use a keyboard to enter and edit alphanumeric information accurately

The learner can:

1. Input information accurately using alphanumeric, punctuation and special character keys as required.
2. Use shift, Ctrl, Alt, num and caps lock, spacebar, tab, and editing keys as appropriate
3. Check the accuracy of information, using the keyboard to edit and make corrections as required.

Outcome 2 Use a keyboard to access and navigate software applications

The learner can:

1. Use keyboard controls to access, open and close software applications.
2. Use navigation keys to move around software applications.
3. Identify how function keys and keyboard short-cuts can be used within a software application to improve efficiency

4 Assessment

4.1 Summary of assessment methods

Unit No.	Title	Assessment Method	Where to obtain assessment materials
001	IT fundamentals	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
002	Database software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
003	Desktop publishing software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
004	Audio and video software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
005	Design and imaging software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
006	Using e-mail	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com

4.1 Summary of assessment methods (continued)

Unit No.	Title	Assessment Method	Where to obtain assessment materials
007	Using the Internet	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
008	Using mobile IT devices	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
009	Presentation software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com

4.1 Summary of assessment methods (continued)

Unit No.	Title	Assessment Method	Where to obtain assessment materials
010	Spreadsheet software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
011	Word processing software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
012	Personal information management software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
013	Specialist / Bespoke software	▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified	Assignments written by centres need to be agreed by External Verifier

4.1 Summary of assessment methods (continued)

Unit No.	Title	Assessment Method	Where to obtain assessment materials
014	Data management software	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B from www.cityandguilds.com
015	Online basics	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Assignment not currently available
091	Computer Basics (based on Microsoft Digital Literacy)	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download assignment versions A or B or C from www.cityandguilds.com

4.1 Summary of assessment methods (continued)

Unit No.	Title	Assessment Method	Where to obtain assessment materials
092	The Internet and Word Wide Web (based on Microsoft Digital Literacy)	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download multiple choice versions A or B or C from www.cityandguilds.com
093	Productivity programmes (based on Microsoft Digital Literacy)	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download multiple choice versions A or B or C from www.cityandguilds.com
094	Computer Security and Privacy (based on Microsoft Digital Literacy)	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download multiple choice versions A or B or C from www.cityandguilds.com

4.1 Summary of assessment methods (continued)

Unit No.	Title	Assessment Method	Where to obtain assessment materials
095	Digital Lifestyle (based on Microsoft Digital Literacy)	Externally set assignment, locally marked and externally verified. ▪ Assignments cover practical activities for all outcomes and samples underpinning knowledge to verify coverage of the unit. OR ▪ Work based / real work evidence to cover all outcomes and assessment criteria that will be externally verified OR ▪ Centre devised scenarios/activities that produce evidence to cover all outcomes and assessment criteria that will be externally verified	Download multiple choice versions A or B or C from www.cityandguilds.com

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- It is anticipated that time to complete the assignments will be as follows

Units	Assessment method	Anticipated Time
001, 003-012, 014	Practical assignment	1 hour
002	Practical assignment	1.5 hours
013	Evidence in the work place	N/A
091 – 095	Multiple choice test	30 minutes

- Whether using assignments or real work evidence, Centre staff should guide candidates to ensure excessive evidence gathering is avoided.
- Centres finding that assignments are taking longer, should contact the External Verifier for guidance
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.
- Where a candidate has been found to have learning difficulties, please refer to the City & Guilds website for access to assessment and reasonable adjustments policies. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

4.2 Assessment information

The assignments and multiple choice test papers are available on the City & Guilds website via **www.cityandguilds.com/StartIT**.

There are two possible assignments for each unit 001 to 012 and 014 and two sets of multiple choice tests for units 091 to 095. All assignments and multiple choice tests are graded pass/fail only. Where a candidate needs to be reassessed it is advised that they should undertake a different assignment or multiple choice test to that previously taken.

There is no penalty if a candidate is required to undertake more than one reassessment; they will still be graded pass/fail.

The pass mark for all assignments is 65% of the overall number of marks available. These are specified on the front page of the marking and grading criteria, contained within each assignment.

For the multiple choice tests (091 to 095) the pass mark is 55% (11 out of 20).

4.3 Evidence requirements

Where the qualification is being undertaken using work based or real work evidence to meet the outcomes and assessment criteria Centres should;

- ensure they and the candidates understand what is expected for the units chosen as stated in the outcomes and assessment criteria for those units (section 3 Units)
- explain to candidates that all assessment criteria need to be completed successfully
- agree with the External Verifier any simulations that may be used to gather the required evidence
- understand that real work denotes producing a piece of work to a predefined purpose and need not be work related

- make use of e-portfolios where possible or store candidates information in an area set up specifically for them

4.4 Test specifications

The syllabus for units 001 to 012 and 014 is covered 100% across the practical assignments provided for this qualification.

The multiple choice unit assessment information is shown below:

Duration: 30 minutes

Unit number	Unit title	No. of questions	Outcomes covered
091	Computer Basics (based on Microsoft Digital Literacy)	20	5
092	The Internet and Word Wide Web (based on Microsoft Digital Literacy)	20	4
093	Productivity programmes (based on Microsoft Digital Literacy)	20	6
094	Computer Security and Privacy (based on Microsoft Digital Literacy)	20	5
095	Digital Lifestyle (based on Microsoft Digital Literacy)	20	5

4.5 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of recording forms specifically for this qualifications; *Recording forms for Start IT (iTQ) Entry Level 3 for IT Users (EN-01-4249)* for new and existing centres to use as appropriate.

The *Recording forms* for Start IT (iTQ) are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

For further information to assist with the planning and development of the programme, please refer to the following:

- Suggested topics are included in each unit.
- Unit 013 is assessed through evidence gathered as;
    - work based
    - real work based on a asset scenario with a specialist or bespoke piece of software
    - assignment devised by the Centre or Employer that meets the outcomes and assessment criteria required
- Useful material is to be made available on SmartScreen.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have connections to the:

- Certificate in Start IT (NQF) - 4248

NQF units		**QCF units**	
Unit Number/Title		**Unit Number/Title**	
J/102/4486	Introduction to computers	T/502/0166	IT user fundamentals
L/102/4487	Word processing	A/502/0167	Word processing software
R/102/4488	Databases	J/502/0169	Database software
Y/102/4489	Spreadsheets	F/502/0168	Spreadsheet software
L/102/4490	Internet/e-mail	F/502/0171	Using the Internet
L/102/4490	Internet/e-mail	J/502/0172	Using e-mail

National Curriculum (England)

Key Stage 4 signposting

This qualification includes opportunities to develop and practise many of the underlying skills and techniques for Key Stage 4.

Unit number	1.1 Capability	1,2 Communication and collaboration	1.3 Exploring ideas and manipulating information
001	LO1, LO3, LO4		
002	LO1		LO1
003	LO1,		
004	LO1,		LO2
005	LO1,LO2		
006	LO1,	LO1	
007	LO1,LO2,LO3	LO4	
008	LO1	LO1,LO2,LO3	
009	LO1	LO1,LO2	LO3
010	LO1,LO3		
011	LO1,LO3		
012	LO1	LO2	
013	LO1		
014	LO1		
091		LO5	
092	LO2,LO3	LO4	
093	LO2,LO3,LO4,LO5,LO6		
094			
095			

Unit number	1.4 Impact of technology	1.5 Critical evaluation	2.1 Finding information
001	LO3, LO4		
002		LO1	LO2
003	LO2	LO3	LO1,
004	LO2		
005	LO1	LO1	LO1
006	LO1	LO3	LO1
007	LO5		LO3
008	LO2		
009	LO1	LO3	LO1
010		LO3	LO1, LO3
011		LO1	LO1
012	LO3	LO3	LO1, LO2, LO3
013	LO1		LO2
014	LO1		LO1
091	LO1,LO4		
092	LO2	LO2	LO2
093			
094	LO1,LO2,LO3,LO4,LO5		
095			

Unit number	2.2 Developing ideas	2.3 Communicating information	2.4 Evaluating
001	LO1	LO1	
002		LO2,	LO1
003	LO2	LO3	LO3
004	LO2	LO2, LO3	LO2,LO3
005	LO2	LO2	LO1
006	LO1	LO1,LO2	
007	LO5	LO1, LO3, LO4	
008	LO1,LO2,LO3	LO1,LO3	
009	LO1, LO2	LO3	LO3
010	LO1, LO2,LO3	LO2, LO3	LO3
011	LO1, LO2, LO3	LO1,LO2,LO3	LO3
012	LO1,LO2,LO3	LO1,LO2,LO3	
013	LO1,LO2	LO1,LO2	
014	LO1,LO2	LO2	
091		LO2,L04	
092	LO2,LO3	LO1,LO2,LO3,LO4	
093		LO1,LO2,LO4,LO5,LO6	
094			
095		LO1,LO2,LO3,LO4,LO5	

Unit number/ and title	3 Range and content	4 Curriculum opportunities	
001	LO2, LO3		
002			
003	LO2		
004	LO2	LO1	
005	LO1	LO1	
006	LO2		
007	LO5		
008	LO1, LO2,LO3,LO4		
009	LO1		
010	LO1		
011	LO1,		
012	LO1,LO2,LO3		
013	LO1,LO2		
014	LO1		
091	LO4	LO4	
092			
093			
094			
095		LO5	

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
  Contains dates and information on the latest Centre events

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, e-mail: **feedbackandcomplaints@cityandguilds.com**

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