The Pines School
Computing Curriculum

Curriculum Vision:

Our Computing curriculum aims to enable our pupils by giving them the skills and experiences needed to achieve the best possible outcomes in a connected world. We prioritise Online Safety and digital wellbeing to ensure that pupils can achieve and enjoy technology safely. Effective learning is achieved through tailoring learning in Computing to the individual learning needs of our pupils. We use technology meaningfully to support and enable learning throughout the curriculum. The safe use of technology is considered whenever technology is used in the day. By working closely with our families and our school and wider community, we equip pupils with the skills and experiences needed to achieve and enjoy in the digital age.

Aims:

To support individual's in becoming:

- Confident in using a range of technologies safely and purposefully.
- Able to make use of technology to support and develop their communication.
- Skilled in using the Internet and a wide range of varied hardware and software, that enables them to achieve and enjoy throughout their education and beyond.

At The Pines we strive to use Computing to support and enhance learning throughout the curriculum. We provide challenging, stimulating learning that meets the individual needs of our learners.

Protect

Inspire

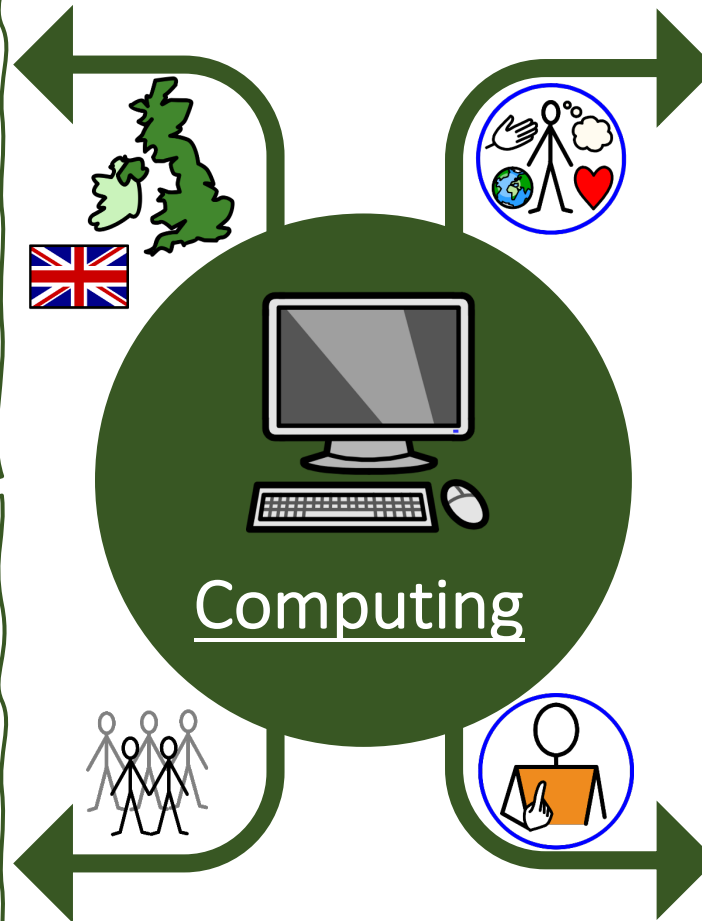**N**urture

Embrace

Succeed
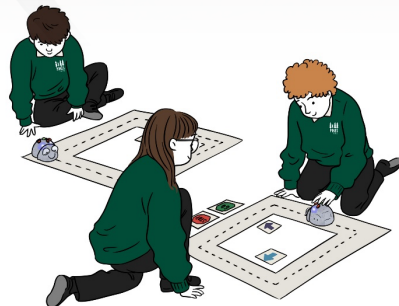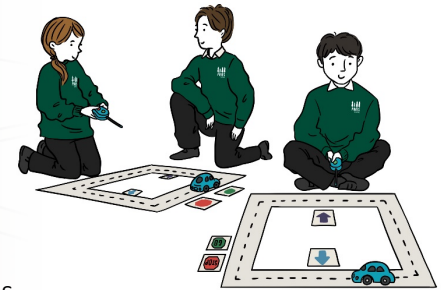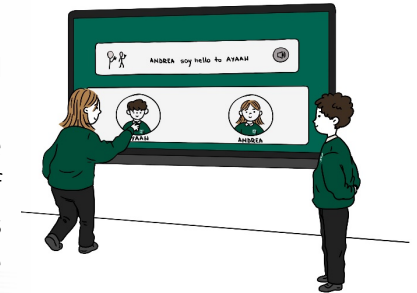
British Values

- **Democracy:** Voting what activity to take part in, using an iPad, laptop or computer to cast votes for a quiz or other game.
- **Rule of Law:** Following rules for acceptable use of equipment to avoid negative consequences. Accepting consequences for not following rules for acceptable use.
- **Individual Liberty:** The UN Convention on the Rights of a Child gives children the rights to get information, find (research) information and to think for themselves.
- **Mutual Respect:** Showing respect to others by sharing with our friends and being kind to others when using technology.
- **Tolerance of those of Different Faiths and Beliefs:** Listening to others and showing respect regardless of differences.

SMSC

- **Spiritual:** Use of technology to enhance, enable or participate in spiritual development – RE lessons, weekly school and daily class assemblies.
- **Moral:** Recognising right and wrong when accessing Computing technology. Understanding consequences of inappropriate use.
- **Social:** Sharing Computing experiences and devices with friends and working with adults. Communicating with a variety of devices.
- **Cultural:** Using technology to access cultural learning opportunities. Sharing culture through technological means, e.g., Music.

Cultural Capital

- Ensure pupils are equipped with the skills to make productive use of technology, both in and out of the classroom.
- Promote pupils in their efforts to use Computing technologies with increasing independence, for education and for leisure.
- Foster opportunities for independent exploration and use of everyday technology on a day to day basis, such as using a telephone or using a crossing to safely cross a road.
- Use Computing meaningfully for a variety of purposes.

Computing

Personal Growth and Development

- Learn skills that will help them in life, such as, using a computer for learning and entertainment.
- Engage in learning about the world around them and connect with peers for learning and cultural enrichment opportunities (e.g., email / Pen Pals).
- Learning how to converse with others over video chat and walkie-talkies.
- Learn to use technology, intuitively, for a range of purposes. For instance, turning on a fan to cool down, or a heater to warm up.
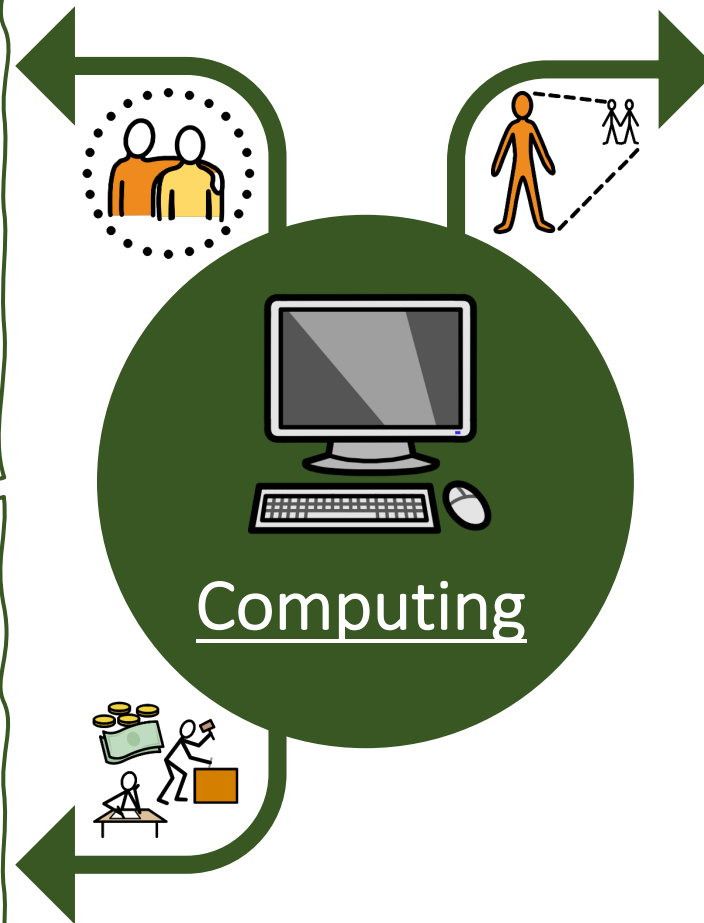
Personal Safety

- Online Safety - consistent, daily learning opportunities about staying safe online and while using technology in general. Pupils learn not to communicate with strangers (e.g., passing on their personal information, including contact details), being kind and sharing and always telling an adult if concerned or worried.
- Staying safe when using technology - e.g., avoiding water or other dangers from electricity. Handing technology with care to avoid injuries or breakages.

Independence

- Turning equipment on and/or opening programs.
- Using high/low-tech augmented communication aids to enhance/enable communicate.
- Discovery/enquiry – cause and effect, independently learning what/how/where/why.
- Using less familiar input devices (e.g., mouse) to use a range of devices (hardware) independently. For example, recording and playback on an EasiSpeak microphone. Learning to safely store and charge devices to ensure that they are ready to use.

Computing

Work Related Skills

- Using computers (hand-held) in a restaurant to take orders.
- Traffic wardens issuing tickets.
- Using tills to record sales in shops.
- Stock control emergency services navigating to destination.
- Using Computing to enable communication with other people.
- Recording audio, video or photos for journalism, advertising etc.
- Using radio/walkie-talkie to interact in workplace.

Intent

At The Pines School we believe that Computing is an essential part of the curriculum; a subject that not only stands alone but is woven into all other subjects and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning new skills. Computing within our school therefore provides learning opportunities and transferable skills explicitly within the Computing lesson and helps children to understand how the world around them works.

We have designed our Computing curriculum so that our learners will:

- Benefit from using technology safely, for learning and leisure, both at school and at home.
- Use technology to engage pupils in stimulating and varied learning across the curriculum.
- Engage in purposeful and meaningful use of a variety of stimulating hardware and software.
- Use technology to enable pupils and develop in their ability to effectively communicate throughout their education and into adulthood.

Implementation

Early Years Foundation Stage:
In Early Years our pupils follow the Early Years Foundation Stage Curriculum. Computing in EYFS is centred around play-based activities that focus on building the children's listening skills, curiosity, creativity and problem solving. Opportunities to develop computing skills will be offered as part of the departments continuous provision.
These include:
- Using digital cameras and iPads to take photos.
- Exploring programmable floor robots using Bee-Bots.
- Exploring programs on the iPads.
- Use technology to listen to music.
- Playing games on the interactive whiteboard.
- Exploring an old typewriter or other mechanical toys.
- Watching video clips.

KS1, KS2 and KS3
At The Pines we follow the Sheffield SEND Scheme of Work for our Key Stage 1, 2 and 3 pupils which takes into account the Early Learning Goals and each Key Stages rolling programmes along with the hardware and software available throughout the school. Links are also made to the NCCE Teach Computing Curriculum to extend and challenge learning opportunities for all learners. Online Safety units are also included which will be regularly covered throughout each year. By following this program, the staff will ensure that all areas of the computing curriculum will be covered, and the key skills built upon.

Children are taught the following key skills in computing:

1. **What is a Computer?** – from exploring to knowing the parts of a computer.
2. Multimedia – accessing a range of multimedia content to selecting media to present information.
3. Data- choosing media to collecting data, presenting and evaluating it.
4. Programming and Algorithms - repeating an action for a response to programming a device.

KS4

In Key Stage 4 pupils work towards their Entry Level qualification by completing units, such as, Presentation, Online Basics, Using Emails, Imaging Software, IT Fundamentals, Spreadsheets and Word.

Impact

Our curriculum develops the independent living skills of our pupils and ensures that they are equipped with the necessary computing skills which are needed for the technological world in which we live in today.

Our main aim for Computing is for children to transfer this knowledge and have the confidence to implement these skills in functional everyday situations. We want them to:
- Be aware of the need to stay safe and become increasingly confident in using a range of technologies safely and purposefully.
- Be able to recognise technology at home, at school and in the wider world, and will be able to use it purposefully.
- Be able to use different technologies to support, enhance and enable effective communication.
- Be experienced in using a varied range of hardware and software for learning and for use beyond education.

The impact of the Computing curriculum can be seen through:

Assessment:
- Pupil targets are set and tracked using Solar for Schools.
- Assessment tacking is regularly updated and analysed each year by the Class Teacher and Computing Lead.
- Pupils work is marked after each lesson and feedback is given to pupils regularly. Staff at The Pines follow the school's marking policy.

Planning and Teaching:
- Long-Term Plans
- Medium-Term Plans
- Weekly Plans
- Timetabling for Computing is based on the need of the class and is the responsibility of the Class Teacher.

- ICT Suite, Chromebooks and iPads can be booked to use for discrete Computing lessons.

Skill Progression in Computing:

- Computing has clear links with Mathematics, Science and Design and Technology.
- Children recognise that a range of technology is used in places such as, homes and schools. They select and use technology for particular purposes.
- Computing ensures that children become digitally literate. They are able to use, express themselves and develop their ideas at their own level and where appropriate at a level suitable for the future workplace and as active participants in a digital world.

Resources:

- At The Pines School each Key Stage / department has access to a iPad trolley. Each trolley contains between 8 to 14 iPads depending on the size of each department.
- Classes have access to at least 1 iPad per class.
- Primary and Secondary pupils have access to 30 Chromebooks. 11 based in KS2 and 15 based in KS3/4 New Build.
- Primary and Secondary pupils can book sessions in our school's ICT Suite. The ICT Suite has 14 desktop computers.
- The ICT Cupboard [located in the ICT Suite] has the following equipment available:
  - Cameras
  - Keyboards
  - Desk microphones
  - Bee-Bots (including Bee-Bot maps and accessories)
  - Blue-Bots (including Blue-Bot tac-tile readers)
  - Keyboards
  - Microphones
  - Remote Controlled Toys
  - Cause and Effect Toys (located in Attention Autism cupboards)

Computing Long Term Planning

Computing Strands / Themes

What is a Computer?	Communication: Multimedia	Communication: Data	Programming & Algorithms	Online Safety & Digital Literacy

Key Stage 1
Two Year Cycle

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Strand/ Units	Everyday Technology	Digital Art	Counting	We Control Technology	Sound and Music	Sorting
Cycle 2	Strand/ Units	Everyday Technology	Photographs	Counting	We Control Technology	Films and Videos	Sorting

Online Safety and Digital Literacy
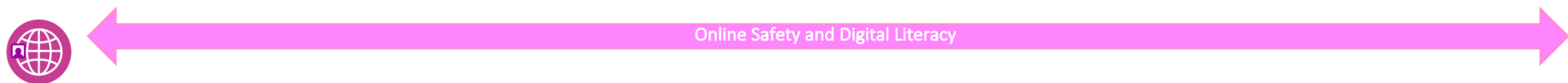
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2 Four Year Cycle							
Cycle 3	Strand/Units	Working with Text	Counting	Digital Art	We Control Technology	Sound and Music	Sequencing Instructions
Cycle 4	Strand/Units	Presentations	Finding Patterns	Photographs	Simple Programs: Bee-Bots	Sound and Music	Sorting
Cycle 5	Strand/Units	Sequencing Instructions	eBooks	Finding Patterns	Animation	Pictograms and Charts	Sound and Music
Cycle 6	Strand/Units	Working with Text	Bee-Bots	Branching Databases	Digital Art	Scratch	eBooks

Online Safety and Digital Literacy

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Key Stage 3 **Three Year Cycle**				
Cycle 7	Strand/ Units	Digital Art	We Control Technology	Counting and Sorting	Sound and Music	Sequencing Instructions	Photographs
Cycle 8	Strand/ Units	Films and Videos	Algorithms and Pattens	Pictograms and Charts	eBooks	Simple Programs: Bee-Bots	Posters and Presentations
Cycle 9	Strand/ Units	Working with Text	Simple Programs: Apps & Websites	Branching Databases	Simple Programs: Other	Animation	Simple Programs: Other

Online Safety and Digital Literacy

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 4 Two Year Cycle							
Cycle 10	Strand/ Units	What is a Computer?	Multimedia	Data	Programming and Algorithms	Online Safety & Digital Literacy	What is a Computer?
Cycle 11	Strand/ Units	Multimedia	Online Safety & Digital Literacy	Multimedia	Online Safety & Digital Literacy	Multimedia	Multimedia

Note: Each unit of work is split into three or four colour coded learning pathways or levels. Please select the appropriate learning pathway or level for your pupils. If a pupil(s) is working beyond KS1 of the National Curriculum), then move onto the coordinated extension units. Units from the Teach Computing Curriculum link to each area being covered each half-term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 1	What is a Computer Everyday Technology	Communication: Multimedia Digital Art	Communication: Data Counting	Programming & Algorithms We Control Technology	Communication: Multimedia Sound and Music	Communication: Data Sorting
Units	1a	2a	3a	4a	2b	3b
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work	EXT: Creative Media	EXT: Record Card Databases	EXT: Computational Thinking	EXT: Creative Media	EXT: Record Card Databases
Linked Teach Computing Resources	Year 1: Technology Around Us Year 2: IT Around Us	Year 1: Digital Painting	Year 1: Grouping Data		Year 2: Making Music	Year 1: Grouping Data

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	What is a Computer Key Skills	Communication: Multimedia Photographs	Communication: Data Counting	Programming & Algorithms We Control Technology	Communication: Multimedia Films and Videos	Communication: Data Sorting
Units	1c	2c	3a	4a	2d	3b
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work	EXT: Creative Media	EXT: Record Card Databases	EXT: Computational Thinking	EXT: Creative Media	EXT: Record Card Databases
Linked Teach Computing Resources	Year 1: Technology Around Us Year 2: IT Around Us	Year 2: Digital Photography	Year 1: Grouping Data			Year 1: Grouping Data

Cycle 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Communication: Multimedia Working with Text	Communication: Data Counting	Communication: Multimedia Digital Art	Programming & Algorithms We Control Technology	Communication: Multimedia Sound and Music	Programming & Algorithms Sequencing Instructions
Units	1a 2g	3a	2a	4a	2b	4b
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: Record Card Databases	EXT: Creative Media	EXT: Computational Thinking	EXT: Creative Media	EXT: ProBot
Linked Teach Computing Resources	Year 1: Digital Writing	Year 1: Grouping Data	Year 1: Digital Painting		Year 2: Making Music	Year 2: Robot Algorithms

Cycle 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Communication: Multimedia Posters & Presentations	Programming & Algorithms Finding Patterns	Communication: Multimedia Photographs	Programming & Algorithms Simple Programs: Bee-Bots	Communication: Multimedia Sound and Music	Communication: Data Sorting
Units	1c 2f	4c	2c	4d	2b	3b
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: Computational Thinking	EXT: Creative Media	EXT: ProBot	EXT: Creative Media	EXT: Record Card Databases
Linked Teach Computing Resources	Year 3: Desktop Publishing		Year 2: Digital Photography	Year 1: Moving a Robot Year 2: Robot Algorithms	Year 2: Making Music	Year 1: Grouping Data

Cycle 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Programming & Algorithms Sequencing Instructions	Communication: Multimedia eBooks	Programming & Algorithms Finding Patterns	Communication: Multimedia Animation	Communication: Data Pictograms and Charts	Communication: Multimedia Sound and Music
Units	1a/1b 4b	2e	4c	2h	3c	2b
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: ProBot	EXT: Creative Media	EXT: Computational Thinking	EXT: Creative Media	EXT: Spreadsheets	EXT: Creative Media
Linked Teach Computing Resources	Year 2: Robot Algorithms			Year 3: Animation	Year 1: Grouping Data Year 2: Pictograms	Year 2: Making Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 6	Communication: Multimedia Working with Text	Programming & Algorithms Simple Programs: Bee-Bots	Communication: Data Branching Databases	Communication: Multimedia Digital Art	Programming & Algorithms Simple Programs: Scratch Jr	Communication: Multimedia eBooks
Units	1c/1b 2g	4d	3d	2a	4e	2e
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: ProBot	EXT: Spreadsheets	EXT: Creative Media	EXT: Scratch	EXT: Creative Media
Linked Teach Computing Resources	**Year 1:** Digital Writing	**Year 1:** Moving a Robot **Year 2:** Robot Algorithms	**Year 1:** Grouping Data **Year 3:** Branching Databases	**Year 1:** Digital Painting	**Year 1:** Introduction to Animation **Year 2:** An Introduction to Quizzes	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 7	Communication: Multimedia Digital Art	Programming & Algorithms We Control Technology	Communication: Data Counting and Sorting	Communication: Multimedia Sound and Music	Programming & Algorithms Sequencing Instructions	Communication: Multimedia Photographs
Units	1a 2a	4a	3a 3b	2b	4b	2c
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: Computational Thinking	EXT: Record Card Databases	EXT: Creative Media	EXT: ProBot	EXT: Creative Media
Linked Teach Computing Resources	Year 1: Digital Painting Year 2: Digital Photography Year 3: Animation	Year 1: Robot Algorithms Year 2: Programming Robots Year 3: Sequence in Music Year 4: Repetition in Shapes	Year 1: Grouping Data Year 2: Pictograms Year 3: Branching Databases Year 4: Data Logging Year 5: Flat-File Databases Year 6: Spreadsheets	Year 1: Technology Around Us Year 2: Making Music Year 3: Sequence in Music Year 4: Audio Editing	Year 1: Robot Algorithms Year 2: Programming Robots	Year 3: Animation Year 4: Photo Editing Year 5: Video Editing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 8	Communication: Multimedia Films and Videos	Programming & Algorithms Finding Patterns & Sorting Algorithms	Communication: Data Pictograms and Charts	Communication: Multimedia eBooks	Programming & Algorithms Simple Programs: Bee-Bots	Communication: Multimedia Posters and Presentations
Units	1b 2d	4c	3c	2e	4d	2f
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: Kodu	EXT: Spreadsheets	EXT: Creative Media	EXT: ProBot	EXT: Creative Media
Linked Teach Computing Resources	Year 1: Digital Painting Year 2: Digital Photography Year 3: Animation	Year 1: Robot Algorithms Year 2: Programming Robots	Year 1: Grouping Data Year 2: Pictograms Year 3: Branching Databases Year 4: Data Logging Year 5: Flat-File Databases Year 6: Spreadsheets	Year 1: Technology Around Us Year 4: Photo Editing	Year 1: Robot Algorithms Year 2: Programming Robots	Year 4: Photo Editing Year 5: Video Editing

Cycle 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Communication: Multimedia	Programming & Algorithms	Communication: Data	Programming & Algorithms	Communication: Multimedia	Programming & Algorithms
	Working with Text	Simple Programs: Scratch Jr	Branching Databases	Simple Programs: Logo	Animation	Simple Programs: Other
Units	1c 2g	4e	3c	4f	2h	4g
Linked Sheffield SoW Extension Unit	EXT: Key Skills for Work EXT: Creative Media	EXT: Kodu	EXT: Record Card Databases	EXT: Computational Thinking	EXT: Creative Media	EXT: Scratch
Linked Teach Computing Resources	Year 1: Technology Around Us Year 2: IT Around Us Year 3: Connecting Computers Year 4: The Internet	Year 1: An Introduction to Animation Year 2: An Introduction to Quizzes Year 3: Events and Actions Year 4: Repetition in Games	Year 1: Grouping Data Year 2: Pictograms Year 3: Branching Databases Year 4: Data Logging Year 5: Flat-File Databases Year 6: Spreadsheets	Year 3: Events and Actions Year 4: Repetition in Games Year 6: Variables in Games	Year 3: Animation Year 4: Photo Editing Year 5: Video Editing	Year 1: Robot Algorithms Year 2: Programming Robots

Cycle 10 Main Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	What is a Computer?	Multimedia	Data	Programming & Algorithms	Online Safety and Digital Literacy	What is a Computer?
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 1: Improving Productivity Using IT (EL3 / L1) Unit 20: Using Mobile IT Devices (L1) Unit 20: Introduction to Using Mobile IT Devices (EL3)	Unit 3: Desktop Publishing Software (EL3 / L1)	Unit 5: Spreadsheet Software (L1) Unit 5: Using ICT to Find Information (EL3)	Unit 26: Computer Games Development (EL3 / L1)	Unit 8: Using the Internet (L1) Unit 2: Online Basics (EL3)	Unit 19: IT User Fundamentals (L1) Unit 8: IT Security for Users (EL3)

Cycle 10 Main & Extended Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	What is a Computer?	Multimedia	Data	Programming & Algorithms	Online Safety and Digital Literacy	What is a Computer?
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 1: Improving Productivity Using IT (EL2)	Unit 4: Desktop Publishing Software (EL2)	Unit 2: Using ICT to Select and Exchange Information (EL2)	Unit 26: Computer Games Development (EL2)	Unit 3: Online Basics (EL2)	Unit 5: Using ICT: Safe Working Practices (EL2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 10 Extended Pathway	What is a Computer?	Multimedia	Data	Programming & Algorithms	Online Safety and Digital Literacy	What is a Computer?
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 1: Improving Productivity Using IT (EL2)	Unit 4: Desktop Publishing Software (EL2)	Unit 2: Using ICT to Select and Exchange Information (EL2)	Unit 13: Computer Games Development (EL2)	Unit 3: Online Basics (EL2)	Unit 6: Using ICT: Safe Working Practices (EL2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Cycle 11 Main Pathway	Multimedia	Online Safety and Digital Literacy	Multimedia	Online Safety and Digital Literacy	Multimedia	Multimedia
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 15: Imaging Software (EL3 / L1)	Unit 31: Internet Safety for IT Users (L1) Unit 6: Communicating Information Using ICT (EL3)	Unit 10: Presentation Software (EL3 / L1)	Unit 16: Using Collaborative Technologies (EL3 / L1)	Unit 7: Word Processing (L1) Unit 4: Displaying Information Using ICT (EL3)	Unit 14: Audio Software (L1) Unit 17: Video Software (L1) Unit 14: Audio and Video Software (EL3)

Cycle 11 Main & Extended Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Multimedia	Online Safety and Digital Literacy	Multimedia	Online Safety and Digital Literacy	Multimedia	Multimedia
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 7: Imaging Software (EL2)	Unit 29: Understand Social Media (EL2)	Unit 12: Presentation Software (EL2)	Unit 16: Using Collaborative Technologies (EL2)	Unit 9: Using Word Processing Technologies (EL2)	Unit 11: Audio and Video Software (EL2)

Cycle 11 Extended Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Multimedia	Online Safety and Digital Literacy	Multimedia	Online Safety and Digital Literacy	Multimedia	Multimedia
IT User Skills in Open Systems and Enterprise [ITQ] Units	Unit 7: Imaging Software (EL1)	Unit 29: Understand Social Media (EL1)	Unit 12: Presentation Software (EL1)	Unit 5 Safe Working Practices (EL1)	Unit 9: Using Word Processing Technologies (EL1)	Unit 11: Audio and Video Software (EL1)

KS4 Computing / ICT Qualifications Overview

TLM Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ) Entry 1
610/2191/X

TLM Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ) Entry 2
610/2192/1

TLM Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ) Entry 3
501/0257/6
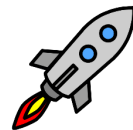
TLM Level 1 Certificate in IT User Skills in Open Systems and Enterprise (ITQ)
500/8080/5

Introduction

<u>Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ)</u>

The Entry Level Certificate in IT User Skills in Open Systems and Enterprise qualification is designed for a wide range of abilities and for people who require skills and competence in the broadband software functionalities. There is a wide range of units available for all skill levels and interests. The Entry Level qualification introduces learners to the principles and fundamentals of basic ICT skills. It recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

<u>Summary of Qualifications:</u>

<u>Entry Level 1 Certificate ITQ)</u>

The Entry Level 1 qualification introduces learners to the principles and fundamentals of basic ICT skills. It recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

Total credits required to achieve the qualification – 13
Mandatory Units:

- Entry Level 1, Unit 1 - Improving Productivity Using IT (1 credits)

<u>Entry Level 2 Certificate (ITQ)</u>

The Entry Level 2 qualification introduces learners to the principles and fundamentals of basic ICT skills. It recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

Total Credits required to achieve the qualification – 13
Mandatory Units:

- Entry Level 2, Unit 1 - Improving Productivity Using IT (2 credits)

<u>Entry Level 3 Certificate (ITQ)</u>

The Entry Level 3 Certificate is a qualification designed for people who require basic skills in IT. The qualification consists of a mandatory unit and an overall requirement of 13 credits in total. This is designed so that schools and colleges can pick the unit combinations that most suit their local employment characteristics and the interests and skills of themselves and usage.

Total Credits required to achieve the qualification – 13
Mandatory Units:
- Entry Level 3, Unit 1 - Improving Productivity Using IT (3 credits)

Level 1 Certificate (ITQ)
The Level 1 IT qualification consists of a mandatory unit and an overall requirement of 13 credits in total. This is designed so that schools and colleges can pick the unit combinations that most suit their local employment characteristics and the interests and skills of themselves and usage. There are over 30 optional units to choose from.

Total Credits required to achieve the qualification – 13
Mandatory Units:
- Level 1, Unit 1 - Improving Productivity Using IT (3 credits)

Assessment
Learners must demonstrate competence against the assessment criteria from their day-to-day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission. Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities in line with the learning materials. The way evidence is gathered is up to the tutor/assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes. If on moderation the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence. We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

For more information about the Computing / ICT qualifications offered at The Pines School please visit the [TLM IT User Skills in Open Systems and Enterprise](#).

Entry Level Certificate in IT Users Skills Open Systems and Enterprise
Unit Overviews

Entry Level 1
Qualification Overview

Unit 1 (1 credits) **(Mandatory)** Improving Productivity Using IT	Unit 2 (2 credits) Using ICT to Select and Exchange Information	Unit 3 (2 credits) Online Basics	Unit 4 (2 credits) Desktop Publishing Software	Unit 5 (2 credits) Safe Working Practices
Unit 6 (2 credits) Using ICT in the Workplace	Unit 7 (2 credits) Imaging Software	Unit 8 (2 credits) Using ICT Equipment in a Workplace	Unit 9 (2 credits) Using Word Processing Software	Unit 11 (2 credits) Audio and Video Software
Unit 12 (2 credits) Presentation Software	Unit 13 (2 credits) Computer Games Development	Unit 14 (2 credits) Video Communication	Unit 29 (2 credits) Understand Social Media	

Entry Level 2 Qualification Overview				
Unit 1 (1 credits) (Mandatory) Improving Productivity Using IT	Unit 2 (2 credits) Using ICT to Select and Exchange Information	Unit 3 (2 credits) Online Basics	Unit 4 (2 credits) Desktop Publishing Software	Unit 5 (1 credits) (Mandatory) Using ICT: Safe Working Practices
Unit 6 (3 credits) Using ICT in the Workplace	Unit 7 (2 credits) Imaging Software	Unit 8 (2 credits) Using ICT Equipment in a Workplace	Unit 9 (2 credits) Using Word Processing Software	Unit 10 (1 credits) ICT for Employment
Unit 11 (2 credits) Audio and Video Software	Unit 12 (2 credits) Presentation Software	Unit 14 (2 credits) Video Communication	Unit 16 (2 credits) Using Collaborative Technologies	Unit 26 (2 credits) Computer Game Development
Unit 29 (2 credits) Understand Social Media	Unit 32 (2 credits) Website Software	Unit 36 (2 credits) Specialist Software		

Entry Level 3
Qualification Overview

Unit 1 (3 credits) (Mandatory) Improving Productivity Using IT	Unit 2 (1 credits) Online Basics	Unit 3 (2 credits) Desktop Publishing Software	Unit 4 (3 credits) Displaying Information Using ICT	Unit 5 (3 credits) Using ICT to Find Information
Unit 6 (3 credits) Communicating Information Using ICT	Unit 7 (3 credits) Producing Charts Using ICT	Unit 8 (1 credits) IT Security for Information	Unit 10 (2 credits) Presentation Software	Unit 14 (2 credits) Audio and Video Software
Unit 15 (2 credits) Imaging Software	Unit 16 (3 credits) Using Collaborative Technologies	Unit 20 (2 credits) Introduction to Using Mobile IT Devices	Unit 25 (3 credits) Developing Computer Games and Puzzles	Unit 26 (3 credits) Computer Games Development
Unit 28 (1 credits) Personal Information Management Software	Unit 32 (2 credits) Website Software			

Level 1
Qualification Overview

Unit 1 (3 credits) **(Mandatory)** Improving Productivity Using IT	**Unit 2** (3 credits) Website Software	**Unit 3** (3 credits) Using Collaborative Technologies	**Unit 4** (1 credits) IT Security for Users	**Unit 5** (3 credits) Spreadsheet Software
Unit 6 (2 credits) Specialist Software	**Unit 7** (3 credits) Word Processing	**Unit 8** (3 credits) Using the Internet	**Unit 9** (2 credits) Drawing and Planning	**Unit 10** (3 credits) Presentation Software
Unit 11 (3 credits) Database Software	**Unit 12** (3 credits) Desktop Publishing Software	**Unit 13** (2 credits) Using Email	**Unit 14** (2 credits) Audio Software	**Unit 15** (3 credits) Imaging Software
Unit 16 (2 credits) IT Communication Fundamentals	**Unit 18** (3 credits) IT Software Fundamentals	**Unit 19** (3 credits) IT User Fundamentals	**Unit 20** (2 credits) Using Mobile IT Devices	**Unit 21** (2 credits) Data Management Software
Unit 22 (3 credits) Understanding the Social and Environmental Impact of Architecture and Construction	**Unit 23** (3 credits) Multimedia Software	**Unit 24** (3 credits) Additive Manufacture	**Unit 25** (4 credits) Developing Computer Games and Puzzles	**Unit 26** (3 credits) Computer Games Development

Level 1 (continued) Qualification Overview				
Unit 27 (3 credits) Design Software	Unit 28 (2 credits) Optimise IT System Performance	Unit 29 (3 credits) Set Up and IT System	Unit 30 (3 credits) CAD	Unit 31 (3 credits) Internet Safety for IT Users
Unit 32 (2 credits) Computerised Accounting Software	Unit 36 (3 credits) Financial Modelling	Unit 50 (3 credits) Developing Skills for Remote Working	Unit 51 (4 credits) Effectiveness Communication Using Remote Systems	

Level 2
Qualification Overview

Unit 1 (4 credits) **(Mandatory)** Improving Productivity Using IT	**Unit 2** (4 credits) Website Software	**Unit 3** (4 credits) Using Collaborative Technologies	**Unit 4** (2 credits) IT Security for Users	**Unit 5** (4 credits) Spreadsheet Software
Unit 6 (3 credits) Specialist Software	**Unit 7** (4 credits) Word Processing	**Unit 8** (4 credits) Using the Internet	**Unit 9** (3 credits) Drawing and Planning	**Unit 10** (4 credits) Presentation Software
Unit 11 (4 credits) Database Software	**Unit 12** (4 credits) Desktop Publishing Software	**Unit 13** (3 credits) Using Email	**Unit 14** (3 credits) Audio Software	**Unit 15** (4 credits) Imaging Software
Unit 16 (2 credits) IT Communication Fundamentals	**Unit 17** (3 credits) Video Software	**Unit 18** (3 credits) IT Software Fundamentals	**Unit 19** (3 credits) IT User Fundamentals	**Unit 20** (2 credits) Using Mobile IT Devices
Unit 21 (3 credits) Data Management Software	**Unit 22** (4 credits) Understanding the Social and Environmental Impact of Architecture and Construction	**Unit 23** (4 credits) Multimedia Software	**Unit 24** (3 credits) Additive Manufacture	**Unit 25** (4 credits) Developing Computer Games and Puzzles

Unit 26 (4 credits) Computer Games Development	Unit 27 (4 credits) Design Software	Unit 28 (4 credits) Optimise IT System Performance	Unit 29 (4 credits) Set Up and IT System	Unit 30 (3 credits) CAD
Unit 32 (3 credits) Computerised Accounting Software	Unit 33 (4 credits) Application Development Using Project Management Methods	Unit 34 (4 credits) Developing Skills for Project Management	Unit 35 (4 credits) Using Project Management Software	Unit 38 (4 credits) Animation Software
Unit 50 (3 credits) Developing Skills for Remote Working	Unit 51 (4 credits) Effectiveness Communication Using Remote Systems	Unit 80 (5 credits) Digital Tools and Best Practice for Project Management	Unit 81 (4 credits) Digital Safety and Security Policies and Procedures	Unit 82 (3 credits) Digital Editing and Publishing
Unit 83 (3 credits) Digital Design and Graphics	Unit 84 (3 credits) Digital Modelling and Data Management	Unit 85 (4 credits) Virtual Reality and the Development Life Cycle		

TLM Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ)
Entry 1
601/2190/8

Unit 1:
Improving Productivity Using IT

1. Plan the use of IT for a task	2. Use IT to complete a practical task
1. I can identify the advantages of using IT for the task. 2. I can plan how to complete the task using IT. 3. I can identify the main safety and security issues affecting the use of IT for the task.	1. I can use IT to complete a task following identified safe practices. 2. I can identify and correct errors. 3. I can identify any improvements that can be made.

Unit 2:
Using ICT to Select and Exchange Information

1. Be able to locate information using ICT-based sources	2. Use IT to complete a practical task	3. Be able to use email software tools and techniques to compose and send messages
1. ICT Aware of -based sources of information. 2. State ICT-based information sources that could be used for a given task. 3. Able to locate ICT information for a specified task.	1. State why work should be saved.	1. Use ICT to send information. 2. Use ICT to receive information.

Unit 3: Online Basics		
1. Be able to use an online IT system to meet specified needs	**2. Know how to search for and use internet-based information**	**3. Follow safety and security practices when working online**
1. Start an online IT system or application 2. Close down an online IT system or application when finished. 3. Work safely and responsibly.	1. Use browser software. 2. Select information from the internet for a purpose.	1. I can identify the threats to user safety when working online 2. I can work responsibly and take appropriate safety and security precautions when working online. 3. I can minimise internet security risks by following guidance.

Unit 4: Desktop Publishing Software		
1. Be able to use page designs and layouts for a publication	**2. Be able to create a publication**	**3. Be able to use desktop publishing software to edit and format a publication**
1. Identify page layouts that could be used for a publication. 2. Use a page design and layout for a publication.	1. Identify copyright constraints on using other's information. 2. Input information into a publication. 3. Store and retrieve publication files.	1. Use software to format text. 2. Use software to manipulate images and graphic elements. 3. Check publication meets needs, making corrections as required.

Unit 5: Safe Working Practices	
1. Know about health and safety measures that should be followed when using ICT equipment	**2. Know about PINs and passwords**
1. Outline safety checks that need to be made prior to using ICT equipment. 2. Identify how often breaks should be taken when using a computer. 3. Demonstrate personal posture needed when using a desk top computer.	1. Give examples of where PINs and passwords may be required. 2. Identify why PINs and passwords need to be secure. 3. State how to keep PINs and passwords secure.

Unit 6: Using ICT in the Workplace				
1. Know the importance of making effective use of ICT in the workplace	**2. Be able to identify the ICT requirements of workplace tasks**	**3. Be able to make safe use of an ICT system to undertake workplace tasks**	**4. Be able to use ICT to find information in the workplace**	**5. Be able to use ICT to present and share information in the workplace**
1. Identify effective use of ICT is important in the workplace.	1. Identify the ICT requirements of some routine, workplace tasks.	1. Use ICT to carry out routine, straightforward workplace tasks. 2. Use ICT to carry out routine, straightforward workplace tasks.	1. Use straightforward search techniques to find specific information for a routine workplace task.	1. Use ICT to present work-related information

| Unit 7: | |
| Imaging Software | |
1. Obtain, insert and combine information for images	2. Use imaging software tools to create, manipulate and edit images
1. Identify what images are needed. 2. Obtain, input and prepare images to meet needs. 3. Identify what generic copyright and other constraints apply to the use of images. 4. Store and retrieve files effectively.	1. Use suitable tools and techniques to create images. 2. Check images meet needs, using IT tools and making corrections as necessary.

| Unit 8: | | | |
| Using ICT Equipment in a Workplace | | | |
1. Know health and safety rules when using ICT equipment in a workplace	2. Know types of ICT equipment in a workplace	3. Be able to use ICT equipment in a workplace	4. Be able to look after ICT equipment in a workplace
1. Follow health and safety rules when using ICT equipment in a workplace.	1. Identify types of common ICT equipment used in a workplace. 2. Name common pieces of ICT equipment used in a workplace. 3. Identify his/her use of ICT equipment in a work place.	1. Carry out activities in the workplace using ICT equipment safely.	1. Identify ways to keep an ICT workstation tidy. 2. Tidy ICT equipment after use. 3. Turn ICT equipment on and off. 4. Identify where to store ICT equipment in a workplace.

Unit 9:	
Using Word Processing Software	
1. Enter, edit and combine text and other information within word processing documents	**2. Use word processing software tools to structure information, format and present documents**
1. Identify what types of information are needed in documents. 2. Use keyboard or other input method to enter or insert text and other information. 3. Combine information of different types or from different sources in a document. 4. Use editing tools to amend document content. 5. Store and retrieve document files effectively, in line with local guidelines.	1. Identify what formatting to use to enhance presentation of the document. 2. Use appropriate techniques to format characters and paragraphs. 3. Check documents meet needs, using IT tools making corrections as necessary.

Unit 11:		
Audio and Video Software		
1. Be able to use audio and/or video hardware and software to capture sequences	**2. Be able to use audio and/or video hardware and software tools to edit sequences**	**3. Be able to play and present audio and/or video sequences**
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.	1. Cut and paste short sequences to meet needs. 2. Identify copyright constraints on using others' information.	1. Select audio and/or video software to playback and display audio and/or video sequences. 2. Use a device to playback and display audio and/or video sequences.

Unit 12: Presentation Software

1. The candidate will appreciate and understand the use of presentation applications	2. The candidate will use tools to format and store files	3. The candidate will deliver a basic presentation of slides
1. I can identify what types of information to use in the presentation. 2. I can enter information into presentation slides. 3. I can format elements of my slide for impact.	1. I can use basic techniques to edit slides. 2. I can store and retrieve my work.	1. I can check my work to make sure it is ready for delivery. 2. I can deliver a simple presentation.

Unit 13: Computer Games Development

1. Know computer game components and the computer games industry	2. Know how to develop a computer game specification	2. Know how to develop a computer game specification
1. I can list some of the features of an existing computer game.	1. I can identify some components required to develop a computer game. 2. I can contribute some ideas to the production of an implementation plan for a computer game development.	1. I can assist in the design of a component of a computer game. 2. I can assist in the development of a component of a computer game.

Unit 14: Video Communication

1. Start a video communication	2. Communicate with a video application
1. Identify a video communications application. 2. Start a video communication application.	1. Identify how to start a call. 2. Communicate using vocalisations, signs, gestures, text or any other means. 3. Identify how to end a call.

| Unit 29: |
| Understanding Social Media |
| **1.Know about social media platforms.** |
| 1. Identify a social media platform. |
| 2. Identify what a social media platform does. |
| 3. Identify a social media benefit. |
| 4. Identify a social media disadvantage. |
| 5. Identify how personal safety is important when using social media. |

	TLM Entry Level Certificate in IT User Skills in Open Systems and Enterprise (ITQ) Entry 2 601/3381/8

Unit 1: Improving Productivity Using IT	
1. Plan the use of IT to meet requirements	**2. Use IT systems to complete planned tasks**
1. I can identify the advantages of using IT for the task. 2. I can plan how to complete the task using appropriate IT systems and software. 3. I can identify any safety and security issues affecting the use of IT for the task.	1. I can use an IT system to complete planned tasks following identified safe practices. 2. I can check that the outcome meets requirements. 3. I can identify ways to improve the use of IT for the task.

Unit 2: Using ICT to Select and Exchange Information		
1. Be able to locate information using ICT-based sources	**2. Be able save information**	**3. Be able to exchange ICT-based information**
1. Give examples of ICT-based sources of information. 2. State ICT-based information sources that could be used for a given task. 3. Use ICT information sources to locate information for a specified task.	1. State why work should be saved. 2. Demonstrate how to save work using file names.	1. Use ICT to send information. 2. Use ICT to receive information.

Unit 3: Online Basics		
1. Be able to use an online IT system to meet specified needs	**2. Know how to search for and use internet-based information**	**3. Be able to use email software tools and techniques to compose and send messages**
1. Start an online IT system or application. 2. Close down an online IT system or application when finished. 3. Work safely and responsibly online.	1. Use browser software to find required information. 2. Select information from the internet for a purpose. 3. Use information from the internet for a purpose.	1. Use software tools to: a) compose email messages; b) format email messages; c) attach files to email messages; d) send e-mail messages. 2. Read and respond to email messages. 3. Respond appropriately to common email problems.

Unit 4: Desktop Publishing Software		
1. Be able to use page designs and layouts for a publication	**2. Be able to create a publication**	**3. Be able to use desktop publishing software to edit and format a publication**
1. Identify page layouts that could be used for a publication. 2. Use a page design and layout for a publication.	1. Identify copyright constraints on using other's information. 2. Input information into a publication. 3. Combine information from different sources. 4. Store and retrieve publication files.	1. Use software to format text. 2. Use software to manipulate images and graphic elements. 3. Check publication meets needs, making corrections as required.

Unit 5:	
Using ICT: Safe Working Practices	
1. Know about health and safety measures that should be followed when using ICT equipment	2. Know about PINs and passwords
1. Outline safety checks that need to be made prior to using ICT equipment. 2. State how often breaks should be taken when using a computer. 3. State a reason for taking breaks when using a computer. 4. Demonstrate personal posture needed when using a desk top computer. 5. State where support can be obtained when adjustments are required for own safety and comfort.	1. Give examples of where PINs and passwords may be required. 2. State why PINs and passwords need to be secure. 3. State how to keep PINs and passwords secure.

Unit 6:		
Using ICT in the Workplace		
1. Know the importance of making effective use of ICT in the workplace	2. Be able to identify the ICT requirements of workplace tasks	3. Be able to make safe use of an ICT system to undertake workplace tasks
1. Outline key reasons why effective use of ICT is important in the workplace.	1. Identify the ICT requirements of some routine, workplace tasks.	1. Use ICT to carry out routine, straightforward workplace tasks. 2. Follow workplace guidelines to store files. 3. Be able to minimise physical stress when using ICT (e.g., by adjusting seating and lighting).

Unit 7: Imaging software	
1. Obtain, insert and combine information for images	**2. Use imaging software tools to create, manipulate and edit images**
Identify what images are needed. Obtain, input and prepare images to meet needs. Identify what generic copyright and other constraints apply to the use of images. Combine information of different types or from different sources for images. Identify which file format to use for saving and exchanging images. Store and retrieve files effectively.	1. Use suitable tools and techniques to create images. 2. Use appropriate tools and techniques to manipulate and edit images. 3. Check images meet needs, using IT tools and making corrections as necessary.

Unit 8: Using ICT Equipment in a Work Place			
1. Know health and safety rules when using ICT equipment in a workplace	**2. Know types of ICT equipment in a workplace**	**3. Be able to use ICT equipment in a workplace**	**4. Be able to look after ICT equipment in a workplace**
1. Follow health and safety rules when using ICT equipment in a workplace.	1. Identify types of common ICT equipment used in a workplace. 2. Name common pieces of ICT equipment used in a workplace. 3. Identify his/her use of ICT equipment in a workplace.	1. Carry out activities in the workplace using ICT equipment safely.	1. Identify ways to keep an ICT workstation tidy. 2. Tidy ICT equipment after use. 3. Turn ICT equipment on and off. 4. Identify where to store ICT equipment in a workplace.

Unit 9:	
Using Word Processing Software	
1. Enter, edit and combine text and other information within word processing documents	**2. Use word processing software tools to structure information, format and present documents**
1. Identify what types of information are needed in documents. 2. Use keyboard or other input method to enter or insert text and other information. 3. Combine information of different types or from different sources in a document. 4. Use editing tools to amend document content. 5. Store and retrieve document files effectively, in line with local guidelines.	1. Identify what formatting to use to enhance presentation of the document. 2. Use appropriate techniques to format characters and paragraphs. 3. Check documents meet needs, using IT tools making corrections as necessary.

Unit 10:	
ICT for Employment	
1. Recognise the types of information and communication technology that are used in a place of work	**2. Know how to use relevant information and communication technology systems**
1. Identify 3 different types of information and communication technology used in a place of work. 2. Give a simple description of their uses.	1. Use 2 types of information and communication technology systems appropriately and within place of work guidelines. 2. Identify who to contact for help and support when using information and communication technology.

Unit 11: Audio and Video Software		
1. Be able to use audio and/or video hardware and software to capture sequences	**2. Be able to use audio and/or video hardware and software tools to edit sequences**	**3. Be able to play and present audio and/or video sequences**
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.	1. Cut and paste short sequences to meet needs. 2. Respond to common problems with audio and/or video sequences. 3. Identify copyright constraints on using others' information.	1. Select audio and/or video software to playback and display audio and/or video sequences. 2. Use a device to playback and display audio and/or video sequences

Unit 12: Presentation Software		
1. The candidate will appreciate and understand the use of presentation applications	**2. The candidate will use tools to format and store files**	**3. The candidate will deliver a basic presentation of slides**
1. I can identify what types of information to use in the presentation. 2. I can enter information into presentation slides. 3. I can format elements of my slide for impact.	1. I can select a template and theme for slides. 2. I can use basic techniques to edit slides. 3. I can store and retrieve my work.	1. I can check my work to make sure it is ready for delivery. 2. I can deliver a simple presentation.

| Unit 14: | |
Video Communication	
1. Start a video communication	**2. Communicate with a video application**
1. Identify a video communications application. 2. Start a video communication application.	1. Identify a contact list. 2. Start a video communication from a contact list. 3. Communicate using vocalisations, signs, gestures, text or any other means. 4. Identify how to end a call. 5. Identify how to add contacts to the contacts list.

| Unit 16: | | | |
Using Collaborative Technologies			
1. Stay safe and secure when using collaborative technology	**2. Set up and access IT tools and devices for collaborative work**	**3. Prepare collaborative technologies for use**	**4. Contribute to tasks using collaborative technology**
1. I can follow guidelines for working with collaborative technologies. 2. I can identify risks in using collaborative technologies and why it is important to avoid them. 3. I can carry out straightforward checks on others' online identities and different types of information. 4. I can identify when and how to report online safety and security issues.	1. I can set up IT tools and devices that enable me to contribute to collaborative work. 2. I can identify the purpose for using collaborative technologies and expected outcomes. 3. I can identify which collaborative technology tools and devices to use for different communication media.	1. I can use given details to access collaborative technologies needed for a collaborative task. 2. I can adjust basic settings on collaborative technologies. 3. I can identify what and why permissions are set to allow others to access information.	1. I contribute responsibly and actively to collaborative working. 2. I contribute to producing and archiving the agreed outcome of collaborative working. 3. I can identify when there is a problem with collaborative technologies and where to get help.

5. I can identify methods that are used to promote trust.			

Unit 26:		
Computer Games Development		
1. Know computer game components and the computer games industry	2. Know how to develop a computer game specification	3. Implement a component of a computer game
1. I can identify components of a video game system. 2. I can list some of the features of an existing computer game.	1. I can identify some components required to develop a computer game. 2. I can contribute some ideas to the production of an implementation plan for a computer game development.	I can assist in the design of a component of a computer game. I can assist in the development of a component of a computer game.

Unit 29:
Understand Social Media
1. Know about social media platforms.
1. Identify examples of a social media platform. 2. Identify what a social media platform does. 3. Identify a benefit for social media. 4. Identify a disadvantage of social media. 5. Identify how personal safety is important when using social media.

Unit 32: Website Software		
1. Plan and create web pages	2. Use web site software tools to structure and format web pages	3. Publish web pages to the internet or an intranet
1. I can identify the purpose of the web page and the intended audience. 2. I can select and use a website design template to create a single web page. 3. I can enter or insert content for web pages so that it is ready for editing and formatting. 4. I can identify copyright and other constraints on using other people's information. 5. I can store and retrieve web files.	1. I can use appropriate editing and formatting techniques.	1. I can upload content to a web site.

Unit 36: Specialist Software	
1. Input, organise and combine information using specialist software	2. Use tools and techniques to edit, process, format and present information
1. I can input relevant information into existing templates and/or files so that it is ready for processing. 2. I can organise and combine information of different forms or from different sources. 3. I can follow local and/or legal guidelines for the storage and use of data where available.	1. I can use appropriate tools and techniques to edit, process or format information. 2. I can check information meets needs, using IT tools and making corrections as necessary. 3. I can use appropriate presentation methods and accepted layouts.

Unit 1: Improving Productivity Using IT		
1. Plan the use of appropriate IT systems and software to meet requirements	2. Use IT systems and software to complete planned tasks	3. Review the selection and use of IT systems and software for tasks
1. I can identify the purpose for using IT. 2. I can plan how to carry out the task using IT. 3. I can select appropriate IT systems and software applications. 4. I can identify the main legal and other constraints affecting the use of the IT system and software.	1. I can use pre-set routines to improve productivity. 2. I can use IT to complete planned tasks.	1. I can review the outcomes of the completed task. 2. I can identify the strengths and weaknesses of the IT systems and software used for the task. 3. I can identify ways to improve the outcomes of the completed task.

Unit 2: Online Basics		
1. Use an on-line IT system to meet needs	2. Search for and use internet-based information	3. Use e-mail to communicate and exchange information
1. I can start an online IT system or application and close it down appropriately when finished. 2. I can set and use a password where necessary. 3. I can work safely and responsibly online.	1. I can choose appropriate sources of IT-based information to meet needs. 2. I can use browser software to navigate web pages and find required information. 3. I can select and use information which is reliable and fit for purpose.	1. I can open and read e-mail messages. 2. I can create and send e-mail messages. 3. I can enter and edit text to meet needs.

Unit 3: Desktop Publishing Software		
1. Use appropriate designs and page layouts for a publication	2. Input text and other information into a publication	3. Use desktop publishing software techniques to edit and format a publication
1. I can identify what types of information can be used in a publication. 2. I can identify page layouts that could be used for the publication. 3. I can use an appropriate page design and layout for a publication in line with local guidelines, where relevant. 4. I can use appropriate media for the publication.	1. I can input information into a publication ready for editing and formatting. 2. I can identify copyright constraints on using others' information. 3. I can combine information from different sources in line with any copyright constraints. 4. I can store and retrieve desktop publication files effectively, in line with local guidelines and conventions.	1. I can identify what editing and formatting was used for the publication. 2. I can use appropriate techniques to edit publications. 3. I can use appropriate techniques to format text. 4. I can manipulate images and graphic elements accurately. 5. I can check publications meet needs, making corrections as required.

Unit 4: Displaying Information Using ICT			
1. Follow recommended safe practices	**2. Use correct procedures to start ICT systems and open and use applications**	**3. Create a new document, enter data and check for accuracy**	**4. Insert and position an image**
1. I can use equipment safely, e.g., arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks.	1. I can switch on computer and monitor safely. 2. I can open software application, e.g., word processing, desktop publishing, etc. 3. I can use input devices, e.g., keyboard, mouse, microphone, touch screen. 4. I can understand that setting can be adjusted to individual needs, e.g., mouse, icon size, screen resolution, desktop contrast, volume.	1. I can create a document. 2. I can work with files. 3. I can enter text and numbers accurately. 4. I can check meaning, accuracy and suitability.	1. I can select an image, e.g., picture, clipart, scanned photograph. 2. I can insert an image into a document. 3. I can bring together information, e.g., image with text.
5. Save, print and close a document	**6. Retrieve and edit a document to achieve required outcome**	**7. Align and format text**	**8. Shut down computer system**
1. I can save documents. 2. I can print documents. 3. I can close documents.	1. I can open an existing document and retrieve information. 2. I can edit data to achieve required outcome, e.g., add, insert, select, copy, cut, paste, drag and drop, undo, redo. 3. I can delete data.	1. I can align and justify text, e.g., left, centre, right, full. 2. I can change font size, e.g., 16 pt. etc. 3. I can change font styles, e.g., arial etc. 4. I can emphasise text, e.g., bold, italics or underline.	1. I can close documents. 2. I can close software. 3. I can switch off the computer and monitor safely.

	4. I can present information that is fit for purpose.		

Unit 5:		
Using ICT to Find Information		
1. Follow recommended safe practices	2. Select and use appropriate ICT-based information sources	3. Search to find specific information
1. I can use equipment safely, e.g., arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks.	1. I can recognise different sources of information, ICT-based and other forms. 2. I know how to use ICT-based information sources, e.g., Internet, text message, social media. 3. I can use correct procedures to access, use and close application.	1. I can use input devices. 2. I can use appropriate search techniques, e.g., search, menu, contents list, index, key word, find tool. 3. I can use internet sources of information, i.e., enter a web address, use search engine, follow links, use forward, back and use bookmarks. 4. I can use help facilities to find information within applications.
4. Use removable media	5. Select and present information	
1. I can insert, use and remove media safely, e.g., DVD, other - memory stick, flash or USB drive, etc.	1. I can recognise when appropriate information has been found. 2. I know how to present information, e.g., printouts, written reports.	

Unit 6: Using ICT to Find Information		
1. Follow recommended safe practices	**2. Access email application**	**3. Create and send an email message**
1. I can use equipment safely, e.g., arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks.	1. I can keep information secure, e.g., password, PIN, keep copies safe. 2. I can open mailbox. 3. I can use input devices, e.g., keyboard, mouse.	1. I can create an email message. 2. I can enter an email address. 3. I can enter an appropriate subject. 4. I can enter text in the message area. 5. I can check meaning, accuracy and suitability of the email. 6. I can send an email. 7. I can print an email.
4. Receive and read email messages	**5. Reply to an email**	**6. Delete an email**
1. I can open an email that has been received. 2. I can read the email. 3. I can print the email.	1. I can prepare a reply to the received email. 2. I can use the reply facility. 3. I can enter text in the message area. 4. I can check meaning, accuracy and suitability of the email. 5. I can send the email. 6. I can print the email.	1. I can find the received email. 2. I can delete an email.

Unit 7: Producing Charts Using ICT			
1. Follow recommended safe practices	**2. Start-up computer systems**	**3. Use a data handling package to create charts**	**4. Enter and select data**
1. Use equipment safely e.g., arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks.	1. Switch on computer and monitor safely. 2. Open software application, e.g., word processing, data handling, etc.	1. Use hardware, e.g., keyboard, mouse. 2. Use software. 3. Know that different software applications can produce charts e.g., spreadsheets and graphing packages.	1. Key in text and numbers. 2. Know the importance of accuracy. 3. Select the required data.
5. Create charts appropriate to the data set	**6. Attach headings and other labels to charts**	**7. Save, print and close documents**	
1. Create pie charts, bar/column charts and line charts. 2. Know that pie charts show the proportion of the individual items within the whole data set. 3. Know that bar/column charts compare individual data items. 4. Know that line charts show continuously changing data.	1. Add headings to identify chart content. 2. Add labels and percentage values to identify pie chart sectors. 3. Add axis labels to bar/column and line charts.	1. Save documents. 2. Print documents. 3. Close documents.	

Unit 8: IT Security for Users		
1. Minimise security and safety risks when using IT systems		
1. Follow relevant guidelines and procedures for the secure use of IT. 2. Demonstrate awareness of security as a priority when using IT systems. 3. Respond appropriately to supervisor requirements.		

Unit 10: Presentation Software		
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**
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.	1. Select a template and theme for slides. 2. Use appropriate techniques to edit slides. 3. Apply format techniques to slides.	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 14: Audio and Video Software		
1. Use audio and/or video hardware and software to capture sequences	**2. Use audio and/or video software tools to combine and edit sequences**	**3. Play and present audio and/or video sequences**
1. I can identify the input device and associated software to use. 2. I can use input devices and built-in audio and/or video software to record information to meet needs. 3. I can store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.	1. I can identify the audio and/or video editing software to use. 2. I can cut and paste short sequences to meet needs. 3. I can identify copyright constraints on using others' information.	1. I can identify appropriate playback software to use for the sequence. 2. I can identify the display device to use for the sequence. 3. I can select and use appropriate combination of software and display device to playback audio sequences.

Unit 15: Imaging Software		
1. The learner will obtain, insert and combine information for images	**2. The learner will use imaging software tools to create images**	**3. The learner will use imaging software tools to edit images**
1. I can identify and briefly explain what images are needed. 2. I can obtain, input and prepare images to meet defined needs. 3. I can explain briefly what generic copyright and other constraints apply to the use of images. 4. I can effectively combine information of different types or from different sources for images. 5. I can explain which file format to use for saving and exchanging images.	1. I can use suitable tools and techniques to create a range of images. 2. I can use a range of tools and techniques to create different images. 3. I can check images meet clear needs, using IT tools and making corrections as necessary.	1. I can use a range of tools and techniques to manipulate and edit images. 2. I can explain the best tools to manipulate and edit images. 3. I can reflect on why the tools I use are good for the tasks.

Unit 16: Using Collaborative Technologies			
1. Stay safe and secure when using collaborative technology	2. Set up and access IT tools and devices for collaborative work	3. Prepare collaborative technologies for use	4. Contribute to tasks using collaborative technology
1. I can follow guidelines for working with collaborative technologies. 2. I can identify risks in using collaborative technologies and why it is important to avoid them. 3. I can carry out straightforward checks on others' online identities and different types of information. 4. I can identify when and how to report online safety and security issues. 5. I can identify methods that are used to promote trust.	1. I can set up IT tools and devices that enable me to contribute to collaborative work. 2. I can identify the purpose for using collaborative technologies and expected outcomes. 3. I can identify which collaborative technology tools and devices to use for different communication media.	1. I can use given details to access collaborative technologies needed for a collaborative task. 2. I can adjust basic settings on collaborative technologies. 3. I can identify what and why permissions are set to allow others to access information.	1. I contribute responsibly and actively to collaborative working. 2. I contribute to producing and archiving the agreed outcome of collaborative working. 3. I can identify when there is a problem with collaborative technologies and where to get help.

Unit 20:
Introduction to Using Mobile IT devices

1. Set up the mobile device to meet needs	2. Use applications and files on the mobile device	3. Transfer data to and from the mobile device	4. 4. Maintain the performance of the mobile device
1. I can set up the mobile device for use. 2. I can use mobile device interface features effectively. 3. I can identify when and how to adjust device settings. 4. I can adjust device settings to meet needs. 5. I can follow guidelines and procedures for the use of mobile devices.	1. I can select and use applications and files on the mobile device for an appropriate purpose. 2. I can input data accurately into a mobile device. 3. I can organise, store and retrieve data on a mobile device.	1. I can transfer information to and from a mobile device. 2. I can identify why it is important to stay safe, keep information secure and to respect others when using a mobile device. 3. I can keep information secure when using a mobile device.	1. I can use appropriate techniques to maintain the performance of the mobile device. 2. I can identify common problems that occur with mobile devices and what causes them. 3. I can identify when to try to solve a problem and where to get expert advice.

Unit 23:
Multimedia Software

1. Plan the content and organisation of multimedia products to meet needs	2. Obtain, input and combine content to build multimedia outcomes	3. Use multimedia software tools to edit and format multimedia content to meet requirements	4. Play and present multimedia outcomes
1. I can use simple techniques to plan the content and organisation of multimedia products. 2. I can identify the type of multimedia outcome to meet requirements. 3. I can identify what is required in the specification.	1. I can select and use an appropriate input device to enter content for multimedia outcomes. 2. I can select and use appropriate software to write multimedia files. 3. I can store and retrieve multimedia files effectively, in	1. I can select and use appropriate techniques to edit and format multimedia outcomes. 2. I can manipulate images and graphic elements. 3. I can check multimedia outcomes meet needs, using	I can identify what display device to use for multimedia outcomes. I can use appropriate techniques to navigate and display multimedia outcomes. I can control the playback of multimedia files. I can adjust display settings to meet needs.

	line with local guidelines and conventions where available.	IT tools and making corrections as necessary.	

Unit 25: Developing Computer Games and Puzzles		
1. Understand the principles of graphic animation	**2. Use storyboards to make games specifications**	**3. Modify existing games code to make changes to a game**
1. Identify an image as a group of pixels on a screen. 2. Plot and remove a series of images on a screen at successive coordinates to make an image that appears to move. 3. Use a programming language to produce animation.	Plan a simple game scenario using a provided set of storyboards. Identify changes in the order of storyboards that can change the game.	1. Identify places in program source code where a change can be made and predict the outcome.

Unit 26: Computer Games Development		
1. Know computer game components and the computer games industry	**2. Know how to develop a computer game specification**	**3. Implement a component of a computer game**
1. I can list some of the features of an existing computer game. 2. I can identify the hardware and software components of a video game system.	1. I can identify some components required to develop a computer game. 2. I can contribute some ideas to the production of an implementation plan for a computer game development.	1. I can assist in the design of a component of a computer game. 2. I can assist in the development of a component of a computer game.

Unit 28: Personal Information Management Software		
1. PIME:1 Use a calendar to schedule appointments	2. PIME:2 Use a task list to prioritise activities	3. PIME:3 Use an address book to store, organise and retrieve contact information
1. Create, edit and delete calendar entries. 2. Organise and display appointments as required.	1. Create, edit and delete task information. 2. Organise and display tasks, setting targets for completion.	1. Create, edit and delete contact information. 2. Organise and display contact information. 3. Describe why it is important to use personal data responsibly and safely. 4. Outline why and how to keep contact information up to date.

Unit 32: Website Software		
1. Plan and create web pages	2. Use web site software tools to structure and format web pages	3. Publish web pages to the internet or an intranet
1. I can identify the purpose of the web page and the intended audience. 2. I can select and use a website design template to create a single web page. 3. I can enter or insert content for web pages so that it is ready for editing and formatting. 4. I can identify copyright and other constraints on using other people's information. 5. I can store and retrieve web files.	1. I can use appropriate editing and formatting techniques. 2. I check to make sure my web pages meet user needs using IT tools and making corrections as necessary.	1. I can upload content to a web site

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Unit 1: Improving Productivity Using IT		
1. Plan the use of appropriate IT systems and software to meet needs	2. Use IT systems and software efficiently to complete planned tasks	3. Review the selection and use of IT tools to make sure tasks are successful
1. I can identify the purpose for using IT in my work. 2. I can identify the methods, skills and resources needed to complete my tasks successfully. 3. I can plan how to carry out the task using IT to achieve the required purpose and outcome. 4. I can identify reasons for choosing particular IT systems and software applications for the task. 5. I can choose a particular technology to meet my needs. 6. I can identify an acceptable use policy and legal requirements that affect my work.	1. I can identify automated routines to improve productivity. 2. I can use automated routines to improve productivity. 3. I can complete planned tasks using IT.	1. I can check the outcomes of my work to make sure they are as intended. 2. I can decide whether the IT tools I chose were suitable for my tasks. 3. I can identify some strengths and weaknesses in my work on completed tasks. 4. I can suggest some improvements to make my work more effective.

Unit 2: Website Software		
1. Plan and create web pages	**2. Use web site software tools to structure and format web pages**	**3. Publish web pages to the internet or an intranet**
1. I can identify what content and layout will be needed in the web page. 2. I can identify the purpose of the web page and the intended audience. 3. I can select and use a website design template to create a single web page. 4. I can enter or insert content for web pages so that it is ready for editing and formatting. 5. I can organise and combine information needed for web pages. 6. I can identify copyright and other constraints on using other people's information. 7. I can identify what filetypes to use for saving content. 8. I can store and retrieve web files.	1. I can identify what editing and formatting to use to aid both clarity and navigation. 2. I can select and use website features to help the user navigate simple web sites. 3. I can use appropriate editing and formatting techniques. 4. I check to make sure my web pages meet user needs using IT tools and making corrections as necessary.	I can upload content to a web site. I can respond appropriately to common problems when testing a web page.

Unit 3: Using Collaborative Technologies			
1. Stay safe and secure when using collaborative technology	2. Set up and access IT tools and devices for collaborative work	3. Prepare collaborative technologies for use	4. Contribute to tasks using collaborative technology
1. I can follow guidelines for working with collaborative technologies. 2. I can identify risks in using collaborative technologies and why it is important to avoid them. 3. I can carry out straightforward checks on others' online identities and different types of information. 4. I can identify when and how to report online safety and security issues. 5. I can identify methods that are used to promote trust.	1. I can set up IT tools and devices that enable me to contribute to collaborative work. 2. I can identify the purpose for using collaborative technologies and expected outcomes. 3. I can identify which collaborative technology tools and devices to use for different communication media. 4. I can identify what terms and conditions apply to using collaborative technologies.	1. I can use given details to access collaborative technologies needed for a collaborative task. 2. I can adjust basic settings on collaborative technologies. 3. I can change the environment of collaborative technologies. 4. I can set up and use a data reader to feed information. 5. I can identify what and why permissions are set to allow others to access information.	1. I contribute responsibly and actively to collaborative working. 2. I contribute to producing and archiving the agreed outcome of collaborative working. 3. I can identify when there is a problem with collaborative technologies and where to get help. 4. I can respond to simple problems with collaborative technologies.

Unit 4:
IT Security for Users

1. Use appropriate methods to minimise security risks to IT systems and data

1. I can identify security issues that might threaten system performance.
2. I can take appropriate security precautions to protect IT systems and data.
3. I can identify threats to information security associated with widespread use of technology.
4. I can take appropriate precautions to keep information secure.
5. I can follow relevant guidelines and procedures for the secure use of IT.
6. I can explain why it is important to backup data securely.
7. I can ensure that my personal data is backed up to appropriate media.

Unit 5:
Spreadsheet Software

1. Use a spreadsheet to enter, edit and organise numerical and other data	2. Use appropriate formulas and tools to summarise and display spreadsheet information	3. Select and use appropriate tools and techniques to present spreadsheet information effectively
1. I can identify what numerical and other data is needed and how the spreadsheet should be structured to meet needs. 2. I can enter and edit numerical and other data accurately. 3. I can store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.	1. I can identify how to summarise and display the required information. 2. I can use functions and formulas to meet calculation requirements. 3. I can use spreadsheet tools and techniques to summarise and display information.	1. I can select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 2. I can identify which chart or graph type to use to display information. 3. I can select and use appropriate tools and techniques to generate, develop and format charts and graph. 4. I can select and use appropriate page layout to present and print spreadsheet information. 5. I can check spreadsheet information meets needs, using IT tools and making corrections as appropriate.

Unit 6: Specialist Software	
1. Input, organise and combine information using specialist software	2. Use tools and techniques to edit, process, format and present information
1. I can input relevant information accurately into existing templates and/or files so that it is ready for processing. 2. I can organise and combine information of different forms or from different sources. 3. I can follow local and/or legal guidelines for the storage and use of data where available. 4. I can respond appropriately to data entry error messages.	I can use appropriate tools and techniques to edit, process or format information. I can check information meets needs, using IT tools and making corrections as necessary. I can use appropriate presentation methods and accepted layouts.

Unit 7: Word Processing		
1. The candidate will enter, edit and combine text and other information accurately within word processing documents	2. Structure information within word processing documents	3. Use word processing software tools to format and present documents
1. I can identify what types of information are needed in documents. 2. I can identify what templates are available and when to use them. 3. I can use keyboard or other input method to enter or insert text and other information. 4. I can combine information of different types or from different sources into a document. 5. I can enter information into existing tables, forms and templates.	1. I can create and modify tables to organise tabular or numeric information. 2. I can select and apply heading styles to text.	1. I can identify what formatting to use to enhance presentation of the document. 2. I can select and use appropriate techniques to format characters and paragraphs. 3. I can select and use appropriate page layout to present and print documents. 4. I can check documents meet needs, using IT tools and making corrections as necessary.

6. I can use editing tools to amend document content. 7. I can store and retrieve document files effectively, in line with local guidelines and conventions where available.		

Unit 8: Using the Internet		
1. Connect to the internet	**2. Use browser software to navigate web pages**	**3. Use browser tools to search for information from the internet**
1. I can identify different types of connection methods that can be used to access the Internet. 2. I can access the Internet or intranet.	1. I can use browser tools to navigate webpages. 2. I can identify when to change browser settings to aid navigation. 3. I can adjust browser settings to meet needs. 4. I can use browser help facilities.	I can select and use appropriate search techniques to locate information. I can outline how information meets requirements. I can use references to make it easier to find information another time. I can download and save different types of information from the Internet.
4. Use browser software to communicate information online	**5. Follow and understand the need for safety and security practices when working online**	
1. I can select and use tools and techniques to communicate information online. 2. I can use browser tools to share information sources with others. 3. I can submit information online using forms or interactive sites. 4. I can identify opportunities to post or publish material to websites.	1. I can identify the threats to user safety when working online. 2. I can outline how to minimise internet security risks. 3. I can work responsibly and take appropriate safety and security precautions when working online. 4. I can keep personal information secure. 5. I can follow relevant laws, guidelines and procedures for the use of the Internet.	

Unit 9: Drawing and Planning	
1. Input, organise and combine information for drawings or plans	**2. Use tools and techniques to edit, manipulate, format and present drawings or plans**
1. I can identify what types of 2D shapes and other elements will be needed. 2. I can identify which template or blank document to use. 3. I can select the appropriate shapes, from those available, to meet needs. 4. I can input the relevant shapes and other elements into existing templates or blank documents so that they are ready for editing and formatting. 5. I can identify what copyright constraints apply to the use of shapes or other elements. 6. I can combine information of different types or from different sources for drawings and plans. 7. I can store and retrieve drawing files effectively, in line with local guidelines and conventions where available.	1. I can identify what drafting guides to use so that the shapes and other elements are appropriately prepared. 2. I can use appropriate software tools to manipulate and edit shapes and other elements. 3. I can select and use appropriate software tools to format shapes and other elements. 4. I can check drawings and plans meet needs, using IT tools and making corrections as necessary. 5. I can use appropriate presentation methods and accepted page layouts.

| Unit 10: |||
Presentation Software		
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 to meet needs
1. I can identify what types of information are required for the presentation. 2. I can select and use different slide layouts as appropriate for different types of information. 3. I can enter information into presentation slides so that it is ready for editing and formatting. 4. I can identify any constraints which may affect the presentation. 5. I can combine information of different forms or from different sources for presentations. 6. I can store and retrieve presentation files effectively, in line with local guidelines and conventions where available.	1. I can identify what slide structure to use. 2. I can select and use an appropriate template to structure slides. 3. I can select and use appropriate techniques to edit slides. 4. I can select and use appropriate techniques to format slides.	1. I can identify how to present slides to meet needs and communicate effectively. 2. I can prepare slides for presentation. 3. I can check presentation meets needs, using IT tools and making corrections as necessary.

| Unit 11: ||
Database Software	
1. Recognise how to use a database	2. Use a database
1. I can identify the main components of a database. 2. I can create a database table for a purpose using specified fields. 3. I can enter structured data into records to meet requirements. 4. I can locate and amend data records. 5. I can respond appropriately to data entry error messages.	1. I can identify queries which meet information requirements. 2. I can run simple database queries. 3. I can identify reports which meet information requirements. 4. I can generate and print pre-defined database reports.

6. I can check data meets needs, using IT tools and making corrections as necessary.	

Unit 12:
Desktop Publishing Software

1. Select and use appropriate designs and page layouts for publications	2. Input and combine text and other information within publications	3. Use desktop publishing software techniques to edit and format publications
1. I can identify what types of information are needed. 2. I can identify what page design and layout will be required. 3. I can select and use an appropriate page design and layout for publications in line with local guidelines, where relevant. 4. I can select and use appropriate media for the publication.	1. I can input information into publications so that it is ready for editing and formatting. 2. I can identify copyright constraints on using others' information. 3. I can organise and combine information of different types or from different sources in line with any copyright constraints. 4. I can store and retrieve publication files effectively, in line with local guidelines and conventions where available.	1. I can identify what editing and formatting to use for the publication. 2. I can select and use appropriate techniques to edit publications and format text. 3. I can manipulate images and graphic elements accurately. 4. I can control text flow within single and multiple columns and pages. 5. I can check publications meet needs, using IT tools and making corrections as necessary.

Unit 13:
Database Software

1. Use e-mail software tools and techniques to compose and send messages	2. Manage incoming email effectively
1. I can use software tools to compose and format e-mail messages. 2. I can attach files to e-mail messages. 3. I can send e-mail messages. 4. I can identify how to stay safe and respect others when using e-mail.	1. I can follow guidelines and procedures for using e-mail. 2. I can identify when and how to respond to email messages. 3. I can read and respond to e-mail messages appropriately. 4. I can identify what messages to delete and when to do so. 5. I can organise and store e-mail messages. 6. I can respond appropriately to common e-mail problems.

5. I can use an address book to store and retrieve contact information.	

Unit 14: Audio Software		
1. Use audio hardware and software to capture sequences	2. Use audio software tools to combine and edit sequences	3. Play and present audio sequences
1. I can identify the input device and associated software to use. 2. I can use input devices and built-in audio software to record information to meet needs. 3. I can identify the file format used by the input device. 4. I can store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.	1. I can identify the audio editing software to use for the file format. 2. Cut and paste short sequences to meet needs. 3. I can combine information of different forms or from different sources, in line with any copyright constraints. 4. I can identify copyright constraints on using others' information.	1. I can identify appropriate playback software to use for the sequence. 2. I can identify the display device to use for the sequence. 3. I can select and use appropriate combination of software and display device to playback audio sequences. 4. I can adjust playback and display settings so that sequences are presented to meet needs.

Unit 15:	
Imaging Software	
1. Obtain, insert and combine information for images	2. Use imaging software tools to create, manipulate and edit images
1. I can identify what images are needed. 2. I can obtain, input and prepare images to meet needs. 3. I can identify what generic copyright and other constraints apply to the use of images. 4. I can combine information of different types or from different sources for images. 5. I can identify the context in which the images will be used. 6. I can identify which file format to use for saving and exchanging images. 7. I can store and retrieve files effectively, in line with local guidelines and conventions where available.	1. I can use suitable tools and techniques to create images. 2. I can use appropriate tools and techniques to manipulate and edit images. 3. I can check images meet needs, using IT tools and making corrections as necessary.

Unit 16:		
IT Communication Fundamentals		
1. Use a variety of sources of information to meet needs	2. Access, search for, select and use Internet-based information and assess its fitness for purpose	3. Select and use IT to communicate and exchange information.
1. Use appropriate sources of IT-based and other forms of information to meet needs. 2. Identify different features of information. 3. Recognise copyright constraints on the use of information.	1. Access, navigate and search Internet sources of information purposefully and effectively. 2. Use appropriate search techniques to locate and select relevant information. 3. Outline how the information meets requirements and is fit for purpose.	1. Create, access, read and respond appropriately to email and other IT-based communication. 2. Use IT tools to maintain an address book and schedule activities.

Unit 17: Video Software		
1. Use video hardware and software to capture sequences	2. Use video software tools to combine and edit sequences	3. Play and present video sequences
1. Identify the input device and associated software to use. 2. Use input devices and built-in video software to record information to meet needs. 3. Identify the file format used by the input device. 4. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.	1. Identify the video editing software to use for the file format. 2. Cut and paste short sequences to meet needs. 3. Combine information of different forms or from different sources, in line with any copyright constraints. 4. Identify copyright constraints on using others' information.	1. Identify appropriate playback software to use for the sequence. 2. Identify the display device to use for the sequence. 3. Select and use appropriate combination of software and display device to playback video sequences. 4. Adjust playback and display settings so that sequences are presented to meet needs.

Unit 18: IT Software Fundamentals			
1. Select and use software applications to meet needs and solve problems	2. Enter, develop and format different types of information to suit its meaning and purpose	3. Present information in ways that are fit for purpose and audience	4. Make effective use of IT tools and facilities to present information
1. I can identify different software applications and give examples of their use. 2. I can select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems. 3. I can identify what types of information are needed.	1. I can enter, organise and format different types of information to meet needs. 2. I can apply editing techniques to refine information as required. 3. I can combine information of different forms or from different sources to meet needs. 4. I can select and use appropriate page layout to present information effectively.	1. I can work accurately and proof-read, using software facilities where appropriate for the task. 2. I can produce information that is fit for purpose and audience using commonly accepted layouts as appropriate.	1. I can review and modify work as it progresses to ensure the result is fit for purpose and audience. 2. I can review the effectiveness of the IT tools selected to meet presentation needs.

Unit 19: IT User Fundamentals			
1. Use IT systems to meet needs	2. Organise, store and retrieve information efficiently	3. Follow and understand the need for safety and security practices	4. Carry out routine maintenance of IT systems and respond to routine IT system problems
1. I can use correct procedures to start and shutdown an IT system. 2. I can use interface features effectively to interact with IT systems. 3. I can adjust system settings to meet individual needs. 4. I can use a communication service to access the Internet. 5. I can use appropriate terminology when describing IT systems.	1. I can work with files and folders so that it is easy to find and retrieve information. 2. I can identify what storage media to use. 3. I can organise and store information, using general and local conventions where appropriate.	1. I can work safely and take steps to minimise physical stress. 2. I can recognise the danger of computer viruses, and how to minimise risk. 3. I can keep information secure. 4. I can outline why it is important to stay safe and to respect others when using ICT-based communication. 5. I can follow relevant guidelines and procedures for the safe and secure use of IT.	1. I can identify why routine maintenance of hardware is important and when to carry it out. 2. I can identify where to get expert advice. 3. I can carry out regular routine maintenance of IT systems safely. 4. I can take appropriate action to handle routine IT problems.

Unit 20: Using Mobile IT Devices			
1. Set up the mobile device to meet needs	2. Use applications and files on the mobile device	3. Transfer data to and from the mobile device	4. Maintain the performance of the mobile device
1. I can set up the mobile device for use. 2. I can use mobile device interface features effectively. 3. I can identify when and how to adjust device settings. 4. I can adjust device settings to meet needs. 5. I can identify any specific health and safety issues associated with the use of mobile devices. 6. I can follow guidelines and procedures for the use of mobile devices.	1. I can identify the different applications on the mobile device and what they can be used for. 2. I can select and use applications and files on the mobile device for an appropriate purpose. 3. I can input data accurately into a mobile device. 4. I can organise, store and retrieve data on a mobile device.	1. I can identify different types of secure connection methods that can be used between devices. 2. I can transfer information to and from a mobile device. 3. I can recognise copyright and other constraints on the use and transfer of information. 4. I can identify why it is important to stay safe, keep information secure and to respect others when using a mobile device. 5. I can keep information secure when using a mobile device.	1. I can identify factors that can affect performance of the mobile device. 2. I can use appropriate techniques to maintain the performance of the mobile device. 3. I can identify common problems that occur with mobile devices and what causes them. 4. I can identify when to try to solve a problem and where to get expert advice. 5. I can use available resources to respond quickly and appropriately to common device problems.

Unit 21: Data Management Software	
1. Enter, edit and maintain data records in a data management system	**2. Retrieve and display data records to meet requirements**
1. I can identify the security procedures used to protect data. 2. I can enter data accurately into records to meet requirements. 3. I can locate and amend individual data records. 4. I can check data records meet needs, using IT tools and making corrections as necessary. 5. I can respond appropriately to data entry error messages. 6. I can follow local and/or legal guidelines for the storage and use of data where available.	1. I can search for and retrieve information using predefined methods to meet given requirements. 2. I can identify which report to run to output the required information. 3. I can select and view specified reports to output information to meet given requirements.

Unit 22: Understanding the social and environmental impact of architecture and construction	
1. Behave responsibly in relation to environmental issues	**2. Collaborate effectively when working in a sustainable engineering construction project**
1. I can identify sustainability issues related to the local environment. 2. I can relate sustainability issues to plausible solutions. 3. I can support the use of evidence in sustainable recommendations. 4. I can identify effects of local and global procurement on local and global communities. 5. I can classify construction materials based on their properties. 6. I can identify energy efficiency as an important factor in sustainable buildings.	1. I can identify community needs related to a construction project. 2. I can support the engagement of stakeholders in a construction project. 3. I can identify professional roles in a construction project. 4. I can act as a team member contributing to project tasks. 5. I can identify skills in others needed for sustainability.

Unit 23: Multimedia Software			
1. Plan the content and organisation of multimedia products to meet needs	2. Obtain, input and combine content to build multimedia outcomes	3. Use multimedia software tools to edit and format multimedia content to meet requirements	4. Play and present multimedia outcomes
1. I can use simple techniques to plan the content and organisation of multimedia products. 2. I can identify the type of multimedia outcome to meet requirements. 3. I can identify what is required in the specification. 4. I can identify copyright or other constraints for using others' information.	1. I can select and use an appropriate input device to enter content for multimedia outcomes. 2. I can combine information of different types or from different sources for multimedia outcomes. 3. I can identify the file format and storage media to use. 4. I can select and use appropriate software to write multimedia files. 5. I can store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.	1. I can select and use appropriate techniques to edit and format multimedia outcomes. 2. I can manipulate images and graphic elements accurately. 3. I can check multimedia outcomes meet needs, using IT tools and making corrections as necessary.	1. I can identify what display device to use for multimedia outcomes. 2. I can use appropriate techniques to navigate and display multimedia outcomes. 3. I can control the playback of multimedia files. 4. I can adjust display settings to meet needs.

Unit 24: Additive Manufacture	
1. Use a brief to design 3D objects	**2. Enable 3D manufacture from a 3D design**
1. Identify the need for a specified design. 2. Identify design constraints. 3. Select appropriate software to develop the design. 4. Gather information to support a design. 5. Create a design, starting from a template, image trace or pre-existing object. 6. Make checks to ensure the model will print. 7. Amend errors and ensure design quality.	1. Follow instructions to export a file for additive manufacture. 2. Use appropriate file formats and dimensions. 3. Import files into additive manufacture software. 4. Use the appropriate settings to create a build file. 5. Identify issues related to print speed, quality, size and overall outcome. 6. Identify changes to machine settings to improve build quality. 7. Use the final product to identify possible improvements. 8. Identify how an additive manufacture design can be used alongside or to aid existing design and manufacture processes.

Unit 25: Developing Computer Games and Puzzles			
1. Understand the principles of graphic animation	2. Understand decision making in a games program	3. Use story boards to make games specifications	4. Modify existing games code to make changes to a game
1. Identify an image as a group of pixels on a screen. 2. Relate the detail there is in an image to the amount of computer memory it takes up. 3. Relate the position of an image on a screen to approximate screen coordinates. 4. Plot and remove a series of images on a screen at successive coordinates to make an image that appears to move. 5. Use a programming language to produce animation.	1. Identify places in a working games program where a decision occurs by observing the game running. 2. Identify places in some source code where decisions have been programmed. 3. Write a simple program that makes a decision based on user input.	1. Plan a simple game scenario using a provided set of story boards. 2. Identify changes in the order of storyboards that can change the game. 3. Use decision cards in a sequence of story boards.	1. Identify places in program source code where a change can be made and predict the outcome. 2. Understand copyright and licensing related to modifying source code.

Unit 26:
Computer Games Development

1. Know computer game components and the computer games industry	2. Know how to develop a computer game specification	3. Implement a component of a computer game
1. I can identify the hardware and software components of a video game system. 2. I can identify some activities required to develop modern computer games. 3. I can list some of the features of an existing computer game.	1. I can contribute to the production and pre-production proposal document for a computer game project. 2. I can identify some components required to develop a computer game. 3. I can contribute some ideas to the production of an implementation plan for a computer game development.	1. I can assist in the design of a component of a computer game. 2. I can assist in the development of a component of a computer game.

Unit 27:
Design Software

1. Obtain, insert and combine information for designs	2. Use design software tools to create, manipulate and edit designs
1. Identify what designs are needed. 2. Obtain, input and prepare designs to meet needs. 3. Identify what generic copyright and other constraints apply to the use of designs. 4. Combine information of different types or from different sources for designs. 5. Identify the context in which the designs will be used. 6. Identify which file format to use for saving and exchanging designs. 7. Store and retrieve files effectively, in line with local guidelines and conventions where available.	1. Use suitable tools and techniques to create designs. 2. Use appropriate tools and techniques to manipulate and edit designs. 3. Check designs meet needs, using IT tools and making corrections as necessary.

Unit 28: Optimise IT System Performance			
1. Maintain hardware and software in working order	**2. Manage files to maintain system performance**	**3. Respond to common IT system problems and errors**	**4. Customise the working environment to meet needs**
1. Identify the operating system and capacity of the computer system. 2. Take appropriate steps to protect computer hardware against loss or damage. 3. Run anti-virus and other security software regularly. 4. Set up printers and other peripheral devices.	1. Use file navigation software to organise files into an appropriate folder structure. 2. Backup and restore files and folders. 3. Identify why it is important to undertake routine file housekeeping of the information stored on computer systems. 4. Carry out routine file housekeeping so that information is easy to find.	1. Identify common IT system problems and responses. 2. Respond appropriately to common IT system problems. 3. Identify where to get expert advice. 4. Seek expert advice when appropriate.	1. Adjust system settings as appropriate to individual needs.

Unit 29: Set Up an IT System			
1. Connect up a personal computer, printer and peripheral devices safely	2. Connect to an IT communication service	3. Set up software for use	4. Check that the IT system and communication service are working successfully
1. Identify what IT system components, storage and peripheral devices are needed and how to connect them. 2. Identify any health and safety issues associated with setting up an IT system. 3. Connect up the components of an IT system safely, including a printer and other peripheral devices. 4. Connect removable storage media to a PC safely.	1. Connect communication hardware safely to a PC. 2. Identify the details needed to connect to an Internet Service Provider (ISP). 3. Connect to a communication service from a PC.	1. Configure the user interface to meet needs. 2. Identify what security precautions need to be addressed when connecting to the internet. 3. Set up and configure virus protection software. 4. Set up files and software to meet needs.	1. Identify simple tests that can be used to check the system. 2. Identify simple communication tests that can be used to check the internet connection. 3. Run tests to check that the system and communication service are working successfully. 4. Identify how to report faults and seek expert help. 5. Respond to error messages and report faults as appropriate.

Unit 30: CAD

1. History and Background to CAD	2. Key Principles of CAD	3. Practical Application of CAD
1. I can appreciate the development of CAD over time. 2. I can list some of the uses of CAD. 3. I can list some of the tools available in CAD software. 4. I can explain the strengths of CAD software. 5. I can explain some of the weaknesses of CAD software.	1. I can develop some simple sketches to prepare for my design. 2. I can list the main outcomes for my proposed design. 3. I can create a simple design. 4. I can enhance my design with feedback. 5. I can suggest some improvements to my design.	1. I can understand a simple design brief. 2. I can list the processes I will use to carry out the brief. 3. I can create a design to the given brief. 4. I can present the design to an audience for feedback. 5. I can act on the feedback to improve my design.

Unit 31: Internet Safety for IT users			
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.
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.	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.	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.	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 32: Computerised Accounting Software		
1. Access, enter and edit accounting information	2. Use tools and techniques to process business transactions	3. Produce accounting documents and summary reports to meet requirements
1. Identify the sources and characteristics of accounting data. 2. Enter accounting data accurately into records to meet requirements. 3. Locate and display accounting data records to meet requirements. 4. Check data records meet needs using IT tools, making corrections as necessary. 5. Identify the risks to data security and procedures used for data protection. 6. Follow local and/or legal guidelines for the storage and use of data.	1. Use appropriate tools and techniques to process transactions. 2. Review the transaction process and identify any errors. 3. Respond appropriately to any transaction errors and problems.	1. Identify what information is required and how to present it. 2. Generate accounting documents as required. 3. Generate management reports as required.

Unit 36: Financial Modelling		
1. Understanding and planning using financial modelling	2. Planning and developing a financial model	3. Appreciating the impact and importance of financial modelling
1. I can understand the need to make a financial model for a company. 2. I can gather information and details required to make a successful model. 3. I can organise the materials and equipment I need to make the model effective. 4. I can list the inputs, processes and outputs for the model.	1. I can make a paper based workflow model of how my system will work. 2. I can transfer my model to a computer based system. 3. I can use test data to make sure my system models accurately. 4. I can modify my model to respond to problems encountered.	1. I can list the likely outputs from my model and their importance. 2. I can use graphical tools to display information more clearly. 3. I can explain the importance of the outputs from my model. 4. I can present my model with sample data to some colleagues for feedback.

| Unit 50: | | | |
Developing skills for remote working			
1. Understand how to work remotely	2. Work effectively as part of a remote office team	3. Know how to organise your own work	4. Know how to review your own performance as a remote worker
1. I can demonstrate an understanding of the needs of a remote worker. 2. I can outline the need to be able to work independently. 3. I can explain the principles of self-motivation. 4. I can understand the communication skills required to work remotely.	1. I can Identify my own tasks that contribute towards the team goals. 2. I can identify team members to assist in achieving team goals.	1. I can identify what resources are needed to complete tasks. 2. I can identify the decisions needed to be able to complete a task. 3. I can outline the requirements for completing tasks.	1. I can review task outcomes to make sure they meet the outcomes required. 2. I can identify ways to make any improvements in future tasks.

Unit 51: Effectiveness communication using remote systems			
1. Understand remote communications tools	2. Work effectively whilst operating remotely	3. Use remote communication tools	4. Follow and understand safety and security practises
1. I can list the types of remote systems that may be used. 2. I can identify the most appropriate systems for a task. 3. I can identify the resources needed to use remote systems.	1. I can Identify the needs for a designated workspace. 2. I can outline the importance of staying connected with colleagues. 3. I can describe the importance of maintaining a healthy time management system. 4. I can identify why morale can be an issue whilst working remotely.	1. I can identify correct procedures for using remote communication tools. 2. I can use interface features of remote communication tools. 3. I can adjust settings to meet any individual or task need. 4. I can use appropriate terminology when describing remote communication tools.	1. I can work safely. 2. I can identify ways to minimise physical stress. 3. I can keep information secure. 4. I can follow guidelines, in line with company convention where available.

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Unit 1: Improving Productivity Using IT

1. Plan select and use appropriate IT systems and software to meet needs	2. Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	3. Develop and test solutions to improve the ongoing use of IT tools and systems
1. I can describe the purpose for using IT. 2. I can describe the methods skills and resources required to complete tasks successfully. 3. I can plan how to carry out tasks using IT to achieve the required purpose and outcome. 4. I can describe factors that might affect the task. 5. I can select and use IT systems and software applications to complete planned tasks and produce effective results. 6. I can describe how the purpose and outcomes have been met by the chosen IT systems and software applications. 7. I can describe any legal or local guidelines or constraints that apply to the task or activity.	1. I can review the on-going use of IT tools and techniques and change the approach as needed. 2. I can describe whether the IT tools selected were appropriate for the task and purpose. 3. I can assess the strengths and weaknesses in my final work. 4. I can describe ways to make further improvements to my work. 5. I can review outcomes to make sure they match requirements and are fit for purpose.	1. I can review the benefits and drawbacks of IT tools and systems used in terms of productivity and efficiency. 2. I can describe ways to improve productivity and efficiency. 3. I can develop solutions to improve my own productivity in using IT. 4. I can test solutions to check that they work as intended.

Unit 2: Website Software		
1. Create structures and styles for web sites	2. Use web site software tools to prepare content for websites	3. Publish web sites
1. I can describe what web site content and layout will be needed for each page. 2. I can plan and create web page templates to layout. 3. I can select and use web site features and structures to help the user navigate round web pages with the site. 4. I can create select and use styles to keep the appearance of web pages consistent and make them easy to understand. 5. I can describe how copyright and other constraints may affect the web site. 6. I can describe access issues that might need to be taken into account. 7. I can describe what filetypes to use for saving content. 8. I can store and retrieve files effectively, in line with local guidelines and conventions where available.	1. I can prepare content for my web pages so that it is ready for editing and formatting. 2. I can organise and combine information needed for web pages including across different platforms. 3. I can select and use appropriate editing and formatting techniques to aid both clarity and navigation. 4. I can select and use appropriate development techniques to link information across pages. 5. I can change the file formats of documents appropriately for content. 6. I can check that my web pages meet needs using IT tools and making corrections as necessary.	1. I select and use appropriate testing methods to check that all the elements in my web site work as planned. 2. I can identify any quality problems with web sites and how to respond to them. 3. I can select and use an appropriate programme to upload and publish the web site. 4. I can respond appropriately to problems with multiple page web sites.

Unit 3:			
Using Collaborative Technologies			
1. Stay Safe and secure when using collaborative technology	**2. Set up and access IT tools and devices for collaborative work**	**3. Prepare collaborative technologies for use**	**4. Contribute to tasks using collaborative technologies**
1. I can take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines. 2. I can explain what risks there may be in using collaborative technology and how to keep them to a minimum. 3. I can use appropriate methods to promote trust when working collaboratively. 4. I can carry out appropriate checks on others' online identities and different types of information. 5. I can identify and respond to inappropriate content and behaviour.	1. I can describe the purposes for using collaborative technologies. 2. I can describe what outcomes are needed from collaborative working and whether or not archiving is required. 3. I can describe the roles, IT tools and facilities needed for collaborative tasks and communication media. 4. I can describe the features, benefits and limitations of different collaborative technology tools and devices. 5. I can describe the compatibility issues in different combinations of collaborative tools and devices. 6. I can select an appropriate combination of IT tools and devices to carry out collaborative tasks.	1. I can describe what access rights and issues other people might have in using collaborative technologies . 2. I can assess what permissions are needed for different users and content. 3. I can set up and use access rights to enable others to access information. 4. I can set up and use permissions to filter information. 5. I can adjust settings so that others can access IT tools and devices for collaborative working. 6. I can select and use different elements to control environments for collaborative technologies. 7. I can select and join networks and data feeds to manage data to suit collaborative tasks.	1. I can describe rules of engagement for using collaborative technologies. 2. I can enable others to contribute responsibly to collaborative tasks. 3. I can present relevant and valuable information. 4. I can moderate the use of collaborative technologies. 5. I can archive the outcomes of collaborative working. 6. I can assess when there is a problem with collaborative technologies and when to get expert help. 7. I respond to problems with collaborative technologies.

	7. I can connect and configure the combination of IT tools and devices needed for a collaborative task.		

Unit 4:
IT Security for Users
1. Select and use appropriate methods to minimise security risk to IT systems and data
1. I can describe the security issues that may threaten system performance.
2. I can apply a range of security precautions to protect IT systems and data.
3. I can describe the threats to system and information security and integrity.
4. I can keep information secure and manage personal access to information sources securely.
5. I can describe ways to protect hardware, software and data and minimise security risk.
6. I can apply guidelines and procedures for the secure use of IT.
7. I can describe why it is important to backup data and how to do so securely.
8. I can select and use effective backup procedures for systems and data.

Unit 5: Spreadsheet Software		
1. Use a spreadsheet to enter, edit and organise numerical and other data	2. Select and use appropriate formulas and data analysis tools to meet requirements	3. Select and use tools and techniques to present and format spreadsheet information
1. I can identify what numerical and other data is needed in the spreadsheet and how it should be structured. 2. I can enter and edit numerical and other data accurately. 3. I can store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available. 4. I can combine and link data across worksheets.	1. I can identify how to summarise and display the required information. 2. I can use functions and formulas to meet calculation requirements. 3. I can use spreadsheet tools and techniques to summarise and display information.	1. I can select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 2. I can identify which chart or graph type to use to display information. 3. I can select and use appropriate tools and techniques to generate, develop and format charts and graph. 4. I can select and use appropriate page layout to present and print spreadsheet information. 5. I can check spreadsheet information meets needs, using IT tools and making corrections as appropriate. 6. I can describe how to find errors in spreadsheet formulas. 7. I can respond appropriately to any problems with spreadsheets.

Unit 6: Specialist Software		
1. Input and combine information using specialist software	2. Use appropriate structures to organise and retrieve information efficiently	3. Use the functions of the software effectively to process and present information
1. I can input relevant information accurately so that it is ready for processing. 2. I can select and use appropriate techniques to link and combine information of different forms or from different sources within the software. 3. I can respond appropriately to data entry error messages.	1. I can describe what functions to apply to structure and layout information effectively. 2. I can select and use appropriate structures and/or layouts to organise information. 3. I can apply local and/or legal guidelines and conventions for the storage and use of data where available.	1. I can select and use appropriate tools and techniques to edit, process and format information. 2. I can check information meets needs, using IT tools and making corrections as necessary. 3. I can select and use appropriate methods to present information.

Unit 7: Word Processing		
1. Enter and combine text and other information accurately within word processing documents	2. Create and modify layout and structures for word processing documents	3. Use word processing software tools to format and present documents effectively to meet requirements
1. I can identify what types of information are needed in documents. 2. I can use appropriate techniques to enter text and other information accurately and efficiently. 3. I can select and use appropriate templates for different purposes. 4. I can identify when and how to combine and merge information from other software or other documents.	1. I can identify the document requirements for structure and style. 2. I can identify what templates and styles are available and when to use them. 3. I can create and modify columns, tables and forms to organise information. 4. I can select and apply styles to text.	1. I can identify how the document should be formatted to aid meaning. 2. I can select and use appropriate techniques to format characters and paragraphs. 3. I can select and use appropriate page and section layouts to present and print documents. 4. I can describe any quality problems with documents.

5. I can select and use a range of editing tools to amend document content. 6. I can combine or merge information within a document from a range of sources. 7. I can store and retrieve document and template files effectively, in line with local guidelines and conventions where available.		5. I can check documents meet needs, using IT tools and making corrections as necessary. 6. I can respond appropriately to quality problems with documents so that outcomes meet needs.

Unit 8: Using the Internet		
1. Connect to the Internet	**2. Use browser software to navigate webpages effectively**	**3. Use browser tools to search for information from the Internet**
1. I can identify different types of connection methods that can be used to access the Internet. 2. I can identify the benefits and drawbacks of the connection method used. 3. I can get online with an Internet connection. 4. I can use help facilities to solve Internet connection problems.	1. I can select and use browser tools to navigate webpages. 2. I can identify when to change settings to aid navigation. 3. I can adjust browser settings to optimise performance and meet needs 4. I can identify ways to improve the performance of a browser.	1. I can select and use appropriate search techniques to locate information efficiently. 2. I can describe how well information meets requirements. 3. I can manage and use references to make it easier to find information another time. 4. I can download, organise and store different types of information from the Internet.
4. Use browser software to communicate information online	**5. Follow and understand the need for safety and security practices when working online**	
1. I can identify opportunities to create, post or publish material to websites. 2. I can select and use appropriate tools and techniques to communicate information online. 3. I can use browser tools to share information sources with others. 4. I can submit information online.	1. I can describe the threats to system performance when working online. 2. I can work responsibly and take appropriate safety and security precautions when working online. 3. I can describe the threats to information security when working online. 4. I can manage personal access to online sources securely. 5. I can describe the threats to user safety when working online. 6. I can describe how to minimise internet security risks.	

	7. I can apply laws, guidelines and procedures for safe and secure Internet use. 8. I can explain the importance of the relevant laws affecting Internet users.	

Unit 9: Drawing and Planning	
1. Input, organise and combine information for drawings or plans	**2. Use tools and techniques to edit, manipulate, format and present drawings or plans**
1. I can identify what types of shapes and other elements will be needed. 2. I can review templates and describe how they need to be changed to meet needs. 3. I can select, input and use the appropriate shapes to meet needs, including importing shapes from other sources. 4. I can select, adapt and use appropriate templates or blank documents. 5. I can identify what copyright constraints apply to the use of shapes or other elements. 6. I can combine information for drawings or plans including importing information produced using other software. 7. I can store and retrieve drawing files effectively, in line with local guidelines and conventions where available.	1. I can identify what drafting guides to use so that the shapes and other elements are appropriately prepared. 2. I can select and use appropriate software tools to manipulate and edit shapes and other elements with precision. 3. I can select and use appropriate software tools to format shapes and other elements, including applying styles and colour schemes. 4. I can check drawings or plans meet needs, using IT tools and making corrections as necessary. 5. I can identify and respond to any quality problems with drawings or plans to make sure they meet needs. 6. I can select and use appropriate presentation methods and accepted page layouts.

Unit 10: Presentation Software		
1. Input and combine text and other information within presentation slides	**2. Use presentation software tools to structure, edit and format slide sequences**	**3. Prepare slideshow for presentation**
1. I can identify what types of information are required for the presentation. 2. I can enter text and other information using layouts appropriate to type of information. 3. I can insert charts and tables into presentation slides. 4. I can insert images and video or sound to enhance the presentation. 5. I can identify any constraints which may affect the presentation. 6. I can organise and combine information of different forms or from different sources for presentations. 7. I can store and retrieve presentation files effectively, in line with local guidelines and conventions where available.	1. I can identify what slide structure and themes to use. 2. I can select, change and use appropriate templates for slides. 3. I can select and use appropriate techniques to edit slides and presentations to meet needs. 4. I can select and use appropriate techniques to format slides and presentations. 5. I can identify what presentation effects to use to enhance the presentation. 6. I can select and use animation and transition effects appropriately to enhance slide sequences.	1. I can describe how to present slides to meet needs and communicate effectively. 2. I can prepare slideshow for presentation. 3. I can check presentation meets needs, using IT tools and making corrections as necessary. 4. I can identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Unit 11: Database Software		
1. Create and modify non-relational database tables	**2. Enter, edit and organise structured information in a database**	**3. Use database software tools to run queries and produce reports**
1. I can identify the components of a database design. 2. I can describe the field characteristics for the data required. 3. I can create and modify database tables using a range of field types. 4. I can describe ways to maintain data integrity. 5. I can respond appropriately to problems with database tables. 6. I can use database tools and techniques to ensure data integrity is maintained.	1. I can create forms to enter, edit and organise data in a database. 2. I can select and use appropriate tools and techniques to format data entry forms. 3. I can check data entry meets needs, using IT tools and making corrections as necessary. 4. I can respond appropriately to data entry errors.	1. I can create and run database queries using multiple criteria to display or amend selected data. 2. I can plan and produce database reports from a single table non-relational database. 3. I can select and use appropriate tools and techniques to format database reports. 4. I can check reports meet needs, using IT tools and making corrections as necessary.

Unit 12: Desktop Publishing Software		
1. Select and use appropriate designs and page layouts for publications	2. Input and combine text and other information within publications	3. Use desktop publishing software techniques to edit and format publications
1. I can describe what types of information are needed. 2. I can describe how to change page design and layout to increase effectiveness of a publication. 3. I can select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant. 4. I can select and use appropriate media for the publication.	1. I can find and input information into a publication so that it is ready for editing and formatting. 2. I can organise and combine information for publications in line with any copyright constraints, including importing information produced using other software. 3. Describe how copyright constraints affect use of own and others' information. 4. I can describe which file format to use for saving designs and images. 5. I can store and retrieve publication files effectively, in line with local guidelines and conventions where available.	1. I can identify what editing and formatting to use for the publication. 2. I can select and use appropriate techniques to edit publications and format text. 3. I can manipulate images and graphic elements accurately. 4. I can control text flow within single and multiple columns and pages. 5. I can check publications meet needs, using IT tools and making corrections as necessary. 6. I can identify and respond to quality problems with publications to make sure they meet needs.

Unit 13:	
Using Email	
1. Use e-mail software tools and techniques to compose and send messages	**2. Manage incoming email effectively**
1. I can select and use software tools to compose and format e-mail messages, including attachments. 2. I can determine the message size and how it can be reduced. 3. I can send e-mail messages to individuals and groups. 4. I can describe how to stay safe and respect others when using e-mail. 5. I can use an address book to organise contact information.	1. I can follow guidelines and procedures for using e-mail. 2. I can read and respond to e-mail messages appropriately. 3. I can use e-mail software tools and techniques to automate responses. 4. I can describe how to archive e-mail messages, including attachments. 5. I can organise, store and archive e-mail messages effectively. 6. I can respond appropriately to e-mail problems.

Unit 14:		
Audio Software		
1. Use audio hardware and software to capture sequences	**2. Use audio software tools and techniques to combine and edit sequences**	**3. Play and present audio sequences**
1. I can identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues. 2. I can select and use an appropriate combination of input device and audio software to record sequences. 3. I can describe the impact file size and file format will have on saving sequences. 4. I can identify when to use different types of information coding and compression. 5. I can store and retrieve sequences using appropriate file formats and compression,	1. I can identify the sequences to add, keep and remove. 2. I can select and use appropriate audio software tools to mark-up and edit sequences. 3. I can organise and combine information for sequences in line with any copyright constraints, including across different software. 4. I can describe how copyright constraints affect use of own and others' information.	1. I can describe the features and constraints of playback software and display devices. 2. I can select and use an appropriate combination of audio playback software and display device to suit the file format. 3. I can identify the settings which could be adjusted to improve the quality of presentations. 4. I can adjust playback and display settings to enhance the quality of the presentation.

in line with local guidelines and conventions where available.		

Unit 15: Imaging Software	
1. Obtain, insert and combine information for images	2. Use imaging software tools to create, manipulate and edit images
1. I can describe what images are needed. 2. I can obtain, input and prepare images to meet needs. 3. I can describe what copyright and other constraints apply to the use of images. 4. I can use appropriate techniques to organise and combine information of different types or from different sources. 5. I can describe the context in which the images will be used. 6. I can describe what file format to use for saving images to suit different presentation methods. 7. I can store and retrieve files effectively, in line with local guidelines and conventions where available.	1. I can identify what technical factors affecting images need to be taken into account and how to do so. 2. I can select and use suitable techniques to create images. 3. I can use guidelines and dimensioning tools appropriately to enhance precision. 4. I can select and use appropriate tools and techniques to manipulate and edit images. 5. I can check images meet needs, using IT tools and making corrections as necessary. 6. I can identify and respond to quality problems with images to make sure that they meet needs.

Unit 16: IT Communication Fundamentals		
1. Select and use a variety of sources of information to meet needs	2. Access, search for, select and use Internet-based information and evaluate its fitness for purpose	3. Select and use IT to communicate and exchange information safely, responsibly and effectively
1. Select and use appropriate sources of IT-based and other forms of information which match requirements. 2. Describe different features of information. 3. Recognise copyright and other constraints on the use of information.	1. Access, navigate and search Internet sources of information purposefully and effectively. 2. Use appropriate search techniques to locate relevant information. 3. Use discrimination to select information that matches requirements and is fit for purpose. 4. Evaluate information to make sure it matches requirements and is fit for purpose.	1. Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit purpose. 2. Use IT tools to manage an address book and schedule activities. 3. Manage storage of IT-based communications. 4. Describe how to respond to common IT-based communication problems. 5. Respond appropriately to common IT-based communication problems.

Unit 17: Video Software		
1. Use video hardware and software to capture sequences	**2. Use video software tools and techniques to combine and edit sequences**	**3. Play and present video sequences**
1. Identify the combination of input device and video software to use to capture information, to avoid any compatibility issues. 2. Select and use an appropriate combination of input device and video software to record sequences. 3. Describe the impact file size and file format will have on saving sequences. 4. Identify when to use different types of information coding and compression. 5. Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available.	1. Identify the sequences to add, keep and remove. 2. Select and use appropriate video software tools to mark-up and edit sequences. 3. Organise and combine information for sequences in line with any copyright constraints, including across different software. 4. Describe how copyright constraints affect use of own and others' information.	1. Describe the features and constraints of playback software and display devices. 2. Select and use an appropriate combination of video playback software and display device to suit the file format. 3. Identify the settings which could be adjusted to improve the quality of presentations. 4. Adjust playback and display settings to enhance the quality of the presentation.

Unit 18: IT Software Fundamentals			
1. Select and use appropriate software applications to meet needs and solve problems	2. Enter, develop, combine and format different types of information to suit its meaning and purpose	3. Present information in ways that are fit for purpose and audience	4. Evaluate the selection and use of IT tools and facilities to present information
1. I can describe what types of information are needed. 2. I can select and use software applications to develop, produce and present different types of information to meet needs and solve problems.	1. I can enter, organise, refine and format different types of information, applying editing techniques to meet needs. 2. I can use appropriate techniques to combine image and text components. 3. I can combine information of different forms or from different sources. 4. I can select and use appropriate page layout to present information effectively.	1. I can work accurately and proof-read, using software facilities where appropriate. 2. I can identify inconsistencies or quality issues with the presentation of information. 3. I can produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate.	1. I can review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements. 2. I can review the effectiveness of the IT tools selected to meet needs in order to improve future work.

Unit 19: IT User Fundamentals			
1. Use IT systems to meet a variety of needs	2. Manage information storage and retrieval appropriately	3. Follow and understand the need for safety and security practices	4. Maintain system and troubleshoot IT system problems
1. I can use correct procedures to start and shutdown an IT system. 2. I can select and use interface features effectively to interact with IT systems. 3. I can select and adjust system settings as appropriate to needs. 4. I can select and use a communication service to access the Internet. 5. I can use appropriate terminology when describing IT systems.	1. I can manage files and folders to enable efficient information retrieval. 2. I can identify when and why to use different types of storage media. 3. I can organise and store information, using general and local conventions where appropriate.	1. I can work safely and take steps to minimise physical stress. 2. I can describe the danger of computer viruses, and how to minimise risk. 3. I can keep information secure. 4. I can explain why it is important to stay safe and to respect others when using IT-based communication. 5. I can follow relevant guidelines and procedures for the safe and secure use of IT.	1. I can describe why routine and non-routine maintenance is important and when to carry it out. 2. I can carry out regular routine maintenance of IT systems safely. 3. I can identify sources of help and how to get expert advice. 4. I can identify IT problems and take appropriate action.

Unit 20: Using Mobile IT Devices			
1. Set up and customise the mobile device to meet needs	**2. Select and use applications and files on the mobile device**	**3. Use tools and techniques to transfer data to and from mobile devices**	**4. Optimise the performance of mobile devices**
1. I can describe the purpose of the different features and drawbacks of the mobile device. 2. I can describe different methods that can be used to access mobile networks. 3. I can prepare, set up and configure the mobile device for use. 4. I can select, use and customise interface features and settings to meet needs and improve efficiency. 5. I can describe any specific health and safety issues associated with the use of mobile devices. 6. I can apply guidelines and procedures for the use of mobile devices.	1. I can select and use applications and files on the mobile device for an appropriate purpose. 2. I can define file formats appropriate for mobile devices. 3. I can use software or tools to prepare or convert files to an appropriate format for mobile devices. 4. I can input data accurately into a mobile device. 5. I can organise, store and retrieve data efficiently.	1. I can describe different types of secure connection methods that can be used between devices. 2. I can describe software requirements and techniques to connect and synchronise devices. 3. I can transfer information to and from mobile devices using secure connection procedures. 4. I can synchronise mobile device data with source data. 5. I can recognise copyright and other constraints on the use and transfer of information. 6. I can explain why it is important to stay safe, keep information secure and to respect others when using mobile devices. 7. I can keep information secure when using a mobile device.	1. I can describe the factors that can affect performance of the mobile device and how to make improvements. 2. I can use appropriate techniques to optimise the performance of the mobile device. 3. I can describe problems that may occur with mobile devices and what causes them. 4. I can use an appropriate fault-finding procedure to identify and solve problems with the mobile device. 5. I can describe when to try to solve a problem and where to get expert advice.

Unit 21: Data Management Software	
1. Enter, edit and maintain data records in a data management system	2. Retrieve and display data records to meet requirements
1. I can describe the risks to data security and procedures used for data protection. 2. I can enter data accurately into groups of records to meet requirements. 3. I can locate and amend data associated with groups of records. 4. I can check data records meet needs, using IT tools and making corrections as necessary. 5. I can respond appropriately to data entry and other error messages. 6. I can apply local and/or legal guidelines for the storage and use of data where available.	1. I can identify what queries and reports need to be run to output the required information. 2. I can select and use queries to search for and retrieve information to meet given requirements. 3. I can create and view reports to output information from the system to meet given requirements.

Unit 22: Understanding the social and environmental impact of architecture and construction Guidance	
1. Behave responsibly in relation to environmental issues.	2. Collaborate effectively when working in a sustainable engineering construction project.
1. I can present sustainability issues to a relevant audience. 2. I can assess the local environment for sustainable practice. 3. I can use evidence as the basis of sustainable recommendations. 4. I can explain the effect of local and global procurement on local and global communities. 5. I can explain why some construction materials are more sustainable than others based on their properties. 6. I can describe ways of making buildings more energy efficient.	1. I can respond to identified community needs with specific solutions. 2. I can present a case for a specified construction project. 3. I can describe the contributions of professional roles in a construction project. 4. I can take a lead in debating a contentious issue. 5. I can agree appropriate actions to conclude a successful planning application.

	6. I can describe the skills needed in a construction team to support sustainability.

Unit 23: Multimedia Software			
1. Plan the content and organisation of multimedia products to meet needs	**2. Obtain, input and combine content to build multimedia outcomes**	**3. Use multimedia software tools to edit and format multimedia content to meet requirements**	**4. Play and present multimedia outcomes**
1. I can describe the type of multimedia outcome needed and the specification that it must meet. 2. I can select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 3. I can identify how the different elements of the content will be sourced and how they will relate in the design layout. 4. I can plan the use of interactive features and transitions to meet needs. 5. I can describe how copyright and other constraints affect use of own and others' information.	1. I can select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes. 2. I can combine information of different types or from different sources for multimedia outcomes. 3. I can describe the file format and storage media to use. 4. I can store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.	1. I can select and use appropriate techniques to edit and format multimedia outcomes. 2. I can manipulate images and graphic elements accurately. 3. I can check multimedia outcomes meet needs, using IT tools and making corrections as necessary. 4. I can adjust outcomes in response to any identified quality problems.	1. I have described what combination of display device and software to use for displaying different multimedia file formats. 2. I can select and use appropriate software for displaying multimedia outcomes. 3. I can select and use appropriate navigation techniques and playback controls to suit the files. 4. I can adjust the display settings of the software and display device to present outcomes effectively.

Unit 24: Additive Manufacture	
1. Use a brief to design 3D objects	**2. Enable 3D manufacture from a 3D design**
1. Explain the need for a specified design. 2. Describe design constraints. 3. Select appropriate software to develop the design. 4. Research information to support a design. 5. Create a set of information on which to base a design, starting from a template, image trace or pre-existing object. 6. Create a 3D design through customising existing templates or instructions. 7. Make checks to ensure the model will print. 8. Amend errors and ensure design quality.	1. Export a file for additive manufacture. 2. Explain the need for appropriate file format and dimensions. 3. Import files into additive manufacture software. 4. Use the appropriate settings to create a build file. 5. Explain possible issues related to print speed, quality, size and overall outcome. 6. Explain changes to machine settings to improve build quality. 7. Use the 3D printed final product to identify possible improvements. 8. Identify how an additive manufacture design can be used alongside or to aid existing design and manufacture processes or systems. 9. Communicate a written evaluation of the design process to others.

Unit 25: Developing Computer Games and Puzzles Guidance			
1. Understand the principles of graphic animation	2. Understand decision making in a games program	3. Use story boards to make games specifications	4. Modify existing games code to make changes to a game
1. Work out the memory needed to store an image from its dimensions and colour depth. 2. Use coordinates to locate an image on a screen with precision. 3. Animate an image by using a simple loop to plot its position at successive coordinates across a screen including curves. 4. Explain the role of persistence of vision in image animation.	1. Describe two ways of making a decision in a computer program. 2. Explain the role of decisions in preventing iterative loops carrying on forever. 3. Write a practical game or puzzle program that requires at least three user decisions.	1. Devise a set of story boards for a simple game or puzzle. 2. Evaluate the story board plan for a computer game giving constructive feedback.	1. Modify an existing game or puzzle to make a new game play. 2. Explain copyright and licensing related to modifying source code. 3. Identify and fix bugs in the code of games or puzzles.

Unit 26:
Computer Games Development

1. Know computer game components and the computer games industry	2. Know how to develop a computer game specification	3. Implement a component of a computer game
1. I can identify the hardware and software components of a video game system. 2. I can identify the activities required to develop modern computer games. 3. I can describe the features of an existing computer game.	1. I can contribute to the production of a pre-production proposal document for a computer game project. 2. I can identify the components required to develop a computer game. 3. I can contribute to the productions of an implementation plan for a computer game development.	1. I can design a component of a computer game. 2. I can develop a component of a computer game.

Unit 27:
Design Software

1. Obtain, insert and combine information for designs	2. Use design software tools to create, manipulate and edit designs
1. Describe what designs are needed. 2. Obtain, input and prepare designs to meet needs. 3. Describe what copyright and other constraints apply to the use of designs. 4. Use appropriate techniques to organise and combine information of different types or from different sources. 5. Describe the context in which the designs will be used. 6. Describe what file format to use for saving designs to suit different presentation methods. 7. Store and retrieve files effectively, in line with local guidelines and conventions where available.	1. Identify what technical factors affecting designs need to be taken into account and how to do so. 2. Select and use suitable techniques to create designs. 3. Use guidelines and dimensioning tools appropriately to enhance precision. 4. Select and use appropriate tools and techniques to manipulate and edit for designs. 5. Check designs meet needs, using IT tools and making corrections as necessary. 6. Identify and respond to quality problems with designs to make sure that they meet needs.

Unit 28: Optimise IT System Performance		
1. Keep computer hardware and software operating efficiently	**2. Manage files and disks to optimise performance**	**3. Troubleshoot and respond to common IT system problems and errors**
1. Describe the main features and functions of the computer operating system. 2. Take appropriate steps to protect computer hardware from loss or damage. 3. Configure anti-virus and other security software. 4. Install and configure printers and other peripheral devices. 5. Configure network settings for mobile and remote computing. 6. Configure a computer to present or display information to an audience.	1. Use file navigation software to organise files into an appropriate folder structure. 2. Backup and restore files and folders. 3. Describe why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance. 4. Manage file and disk housekeeping so that information is secure and easy to find. 5. Share files and folders with other users. 6. Distinguish between data and system file types.	1. Describe common IT system problems and what causes them. 2. Describe and record IT system problems to enable effective support. 3. Describe when to try to solve a problem independently, and when to get expert advice. 4. Troubleshoot and respond to IT system problems appropriately. 5. Check that errors and problems have been resolved satisfactorily.
4. Customise the working environment to optimise performance	**5. Maintain software to meet performance needs**	
1. Describe methods that can be used to optimise system performance. 2. Select and adjust system settings to optimise performance as appropriate. 3. Configure the automatic start of programmes and other graphical display options.	1. Describe when and how to upgrade software. 2. Use appropriate techniques to maintain software. 3. Locate and install driver files for different devices.	

Unit 29: Set Up an IT System			
1. Select and connect up a personal computer safely with associated hardware and storage media to meet needs	2. Select and connect an IT system to a communication service to meet needs	3. Install and configure software for use	4. Check that the IT system and communication service are working successfully
1. Describe what IT system components, storage and peripheral devices are needed. 2. Describe any health and safety issues associated with setting up an IT system. 3. Describe the characteristics of IT systems that affect performance. 4. Select and connect up the components of an IT system safely, including any peripheral devices and storage media.	1. Select and connect communication hardware safely to an IT system. 2. Describe the factors that affect data transfer. 3. Select and connect to a communication service from an IT system. 4. Identify the login and password details needed to connect to an Internet Service Provider (ISP).	1. Configure the user interface to meet needs. 2. Describe what security precautions need to be addressed. 3. Set up and configure virus protection software. 4. Install and set up application software to meet needs. 5. Backup and restore system and data files.	1. Identify what tests can be used to check the IT system and communications. 2. Select and run suitable tests to make sure that the system and communication service are working successfully. 3. Identify the help and troubleshooting facilities available to solve problems. 4. Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action.

Unit 30: CAD		
1. History and Background to CAD	**2. Key Principles of CAD**	**3. Practical Application of CAD**
1. I can explain the development of CAD over time. 2. I can identify some of the uses of CAD in three different industries. 3. I can list and briefly describe some of the tools available in CAD software. 4. I can describe the strengths of CAD software. 5. I can describe some of the weaknesses of CAD software.	1. I can develop some working sketches to prepare for my design. 2. I can explain the main outcomes for my proposed design. 3. I can create a working design. 4. I can explain the importance of feedback to improve my design. 5. I can make two improvements to my design based on feedback received.	1. I can describe the purpose of a design brief. 2. I can describe the processes I will use to carry out the brief. 3. I can create a design to the given brief. 4. I can present the design to an audience for feedback. 5. I can export the design to be used in other systems, for example CAM devices.

Unit 32: Computerised Accounting Software		
1. Access, enter and edit accounting information	**2. Select and use tools and techniques to process business transactions**	**3. Produce accounting documents and summary reports to meet requirements**
1. Describe the sources and characteristics of accounting data. 2. Set up and create new accounting data records accurately to meet requirements. 3. Locate and display accounting data records to meet requirements. 4. Check data records meet needs using IT tools, making corrections as necessary. 5. Respond appropriately to data entry error messages. 6. Describe the risks to data security and procedures used for data protection.	1. Select and use appropriate tools and techniques to enter and process transactions. 2. Review transaction process and identify any errors. 3. Respond appropriately to any transactions errors and problems. 4. Select and use appropriate tools and techniques to process period end routines.	1. Describe what information is required and how to present it. 2. Prepare and generate accounting documents. 3. Prepare and generate management reports as required. 4. Import and export data and link to other systems and software.

7. Apply local and/or legal guidelines for the storage and use of data.		

Unit 33:		
Application Development Using Project Management Methods		
1. Understand development tools and environments	2. Apply knowledge and understanding of development tools and techniques	3. Evaluate development tools and frameworks
1. I can investigate a range of development environments. 2. I can assess the suitability of development environments for given projects. 3. I can understand a range of tools and techniques and relate these to projects. 4. I can appreciate (describe) the need for testing and project based development. 5. I can follow instructions and act accordingly to requests.	1. I can plan using suitable project management techniques. 2. I can apply appropriate project management techniques. 3. I can use a range of tools and techniques in the recommended way. 4. I can use and apply industry standard testing regimes and (describe) project management techniques. 5. I can complete development tasks in a timely manner.	1. I can assess the effectiveness of different project management techniques. 2. I can reflect on the efficiency of project management techniques. 3. I can work with a team using a range of tools and techniques. 4. I can explain the effectiveness of tests and reflect on their purpose. 5. I can demonstrate a working development project and describe the main features.

Unit 34: Developing Skills for Project Management			
1. Understand the principles of Project Management	2. Work effectively as part of a team	3. Know how to organise your own work	4. Know how to review your own performance
1. I can demonstrate an understanding of the needs for Project Management. 2. I can outline the need for project management. 3. I can explain the principles of Project management. 4. I can describe the skills required to work in project management.	1. I can Identify my own tasks that contribute towards the project management goals. 2. I can identify team members to assist in achieving team goals.	1. I can identify what resources are needed to complete tasks. 2. I can identify the decisions needed to be able to complete a task. 3. I can outline the requirements for completing tasks.	1. I can review task outcomes to make sure they meet the outcomes required. 2. I can identify ways to make any improvements in future tasks.

Unit 35: Using Project Management Software			
1. Understand project management tools	2. Work effectively with project management	3. Use project management tools	4. Understand project management planning
1. I can list the types of project management systems that may be used. 2. I can identify the most appropriate systems for a task. 3. I can describe the resources needed to use project management systems.	1. I can Identify the needs for a designated project. 2. I can outline project life cycles. 3. I can describe the roles within projects.	1. I can describe procedures for using project management tools. 2. I can use interface features of project management tools. 3. I can adjust settings to meet any individual or task need. 4. I can use appropriate terminology when describing project management systems.	1. I can outline the stakeholders for a project. 2. I can identify risks associated with the project. 3. I can identify the need to keep information secure. 4. I can explain the purpose of a post-project review.

Unit 38: Animation Software			
1. Know about animation techniques	**2. Develop an animation sequence**	**3. Create an animation sequence**	**4. Review own animation production**
1. I can describe the type of animation outcome needed and the specification that it must meet. 2. I can select and use appropriate techniques to plan and communicate the content, design and layout of an animation project. 3. I can identify how the different elements of the content will be sourced and how they will relate in the animation.	1. I can select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for an animation project. 2. I can combine information of different types or from different sources for an animation project. 3. I can store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.	1. I can select and use appropriate techniques to edit and format an animation project. 2. I can manipulate images and graphic elements accurately. 3. I can check the project meet needs, using IT tools and making corrections as necessary.	1. I can test solutions to check that they work as intended. 2. I can describe how to review outcomes to make sure they match requirements and are fit for purpose. 3. I can assess the strengths and weaknesses in my final work.

Unit 50:
Developing Skills for Remote Working

1. Understand how to work remotely	2. Work effectively as part of a remote office team	3. Know how to organise your own work	4. Know how to review your own performance as a remote worker
1. I can demonstrate an understanding of the needs of a remote worker. 2. I can describe the need to be able to work independently. 3. I can explain the principles of self-motivation. 4. I can understand the communication skills required to work remotely.	1. I can explain my own tasks that contribute towards the team goals. 2. I can identify team members to assist in achieving team goals.	1. I can identify what resources are needed to complete tasks. 2. I can identify the decisions needed to be able to complete a task. 3. I can describe the requirements for completing tasks.	1. I can review task outcomes to make sure they meet the outcomes required. 2. I can describe ways to make any improvements in future tasks.

Unit 51:
Effectiveness Communication Using Remote Systems

1. Understand remote communications tools	2. Work effectively whilst operating remotely	3. Use remote communication tools	4. Follow and understand safety and security practises
I can describe the types of remote systems that may be used. I can identify the most appropriate systems for a task. I can identify the resources needed to use remote systems.	2.1 I can Identify the needs for a designated workspace. I can describe the importance of staying connected with colleagues. I can describe the importance of maintaining a healthy time management system. I can identify why morale can be an issue whilst working remotely.	1. I can identify correct procedures for using remote communication tools. 2. I can use interface features of remote communication tools. 3. I can adjust settings to meet any individual or task need. 4. I can use appropriate terminology when describing remote communication tools.	1. I can work safely. 2. I can identify ways to minimise physical stress. 3. I can keep information secure. 4. I can follow guidelines, in line with company convention where available.

Unit 80:
Digital Tools and Best Practice for Project Management

1. Understand the principles of project management	2. Plan using project management best practices	3. Evaluate the effectiveness of project management
1. I can understand the principles of project management. 2. I can list digital tools used in project management. 3. I can explain the stages of project management. 4. I can explain the role of team players in projects. 5. I can describe the strengths and weaknesses of project management. 6. I can create an implementation template for a project.	1. I understand the need for a clear plan on project work. 2. I can define best practices and tools used for my project. 3. I can list the main milestones in a project. 4. I can describe the stages I will use for my project. 5. I can define the roles and responsibilities of the team I will work with. 6. I can produce a detailed plan for the project using best practices.	1. I can analyse the effectiveness of my own project management. 2. I can summarise the best practices I have employed. 3. I can document the best practices that were most effective. 4. I can describe the technologies used to enhance project management. 5. I can analyse the roles and responsibilities of a team. 6. I can analyse the strengths and weaknesses of project management.

Unit 81:
Digital Safety and Security Policies and Procedures

1. Understand the range and scope of threats and countermeasures	2. Apply a range of systems and services to deal with threats	3. 3. Evaluate and document policies and procedures to counter threats and increase safety
1. I can list the main threats to online safety. 2. I can list the main ways to minimise online threats. 3. I can explain the damage threats do to individuals. 4. I can explain the damage threats cause to organisations. 5. I can describe the methods used to counter threats with software. 6. I can describe the methods I use to protect myself online.	1. I can explain the way threats are created and deployed. 2. I can explain the hardware tools used to counter threats. 3. I can explain the software tools used to counter threats. 4. I can describe the way these tools minimise damage. 5. I can setup tools and services to protect a system. 6. I can test the effectiveness of this system.	1. I can create a guide to the main threats. 2. I can produce a list of equipment to be used to protect systems. 3. I can evaluate the different tools and services available. 4. I can evaluate the effectiveness of available tools. 5. I can evaluate the effectiveness of a system overall. 6. I can describe the laws that regulate online safety.

Unit 82: Digital Editing and Publishing		
1. Understand the tools and services available for digital editing and publishing	2. Plan and create a range of materials for different purposes and audiences	3. Evaluate the effectiveness of digital materials
1. I can list a range of digital publications. 2. I can explain a range of tools used for digital publications. 3. I can describe the services used in digital editing and publishing. 4. I can explain the principles of good editing. 5. I can explain the way digital publications can persuade people. 6. I can explain the best tools and services for digital publications.	1. I can plan a series of publications for a specific audience. 2. I can demonstrate a range of skills in editing. 3. I can describe the impact of different techniques. 4. I can create publication to meet needs and expectations. 5. I can collect and respond to feedback on publications I create. 6. I can produce some support materials for the tools I deploy.	1. I can evaluate a range of digital materials collected for research. 2. I can evaluate the strengths and weaknesses of my chosen tools. 3. I can describe the best practices in editing techniques. 4. I can describe the export needs of different customers. 5. I can analyse collected feedback and use this to improve designs. 6. I can analyse my performance against objectives.

Unit 83: Digital Design and Graphics		
1. Understand the tools and applications for digital designs	2. Plan and design digital artefacts for specific purposes	3. Evaluate the effectiveness of designs
1. I understand the basic design process. 2. I appreciate the need for clarity when designing something digital. 3. I can explain the main elements of design tools for accuracy and quality. 4. I can understand how to research the best tools for different design jobs. 5. I can explain the file formats used for different outputs. 6. I can understand the need for compliance with legal issues in designing materials.	1. I can plan designs for a client. 2. I can research the best tools to meet the client specification. 3. I can develop some draft designs for feedback and comments. 4. I can respond to comments and make adjustments before final production. 5. I can produce a range of outputs for different purposes and explain their strengths and weaknesses. 6. I can explain the legal constraints on the designs created.	1. I can evaluate the effectiveness of my plans against set objectives. 2. I can summarise my research findings. 3. I can evaluate and reflect on my designs and respond to client feedback. 4. I can evaluate the strengths and weaknesses of my design process. 5. I can analyse the best file formats required for different tasks. 6. I can analyse the legal restrictions on the design process.

Unit 84: Digital Modelling and Data Management		
1. Understand the range and type of data and data management	2. Plan and apply effective data modelling and management practices	3. Evaluate the effectiveness of tools and services for data modelling and management
1. I can list some data types and their characteristics. 2. I can explain the range of data available and its purpose. 3. I can explain the different data management requirements. 4. I can describe the characteristics of "big data". 5. I can understand the need to manage data for different purposes. 6. I can define the issues related to managing data.	1. I can make a plan for a data modelling solution. 2. I can gather the requirements from a client for their needs. 3. I can make a workflow diagram to explain the capture, processing and output of data. 4. I can explain the systems and processes for modelling and managing data. 5. I can describe to a client how to manage the data from the system. 6. I can establish systems and processes for data handling and storage.	1. I can evaluate the effectiveness of my solution. 2. I can analyse the process used to develop my solution. 3. I can describe the strengths and weaknesses of files types for data management. 4. I can evaluate the best systems of data modelling and management. 5. I can produce some support materials for data modelling and management. 6. I can prepare and deliver a presentation on data modelling and management.

Unit 85: Virtual Reality and the Development Life Cycle		
1. Know Virtual Reality systems	**2. Know how to develop software solutions for virtual reality systems**	**3. Implement a component of a virtual reality software solution**
1. I can identify the hardware and software components of virtual reality systems. 2. I can identify the activities required to develop for virtual reality system. 3. I can describe the features of an existing virtual reality system.	1. I can contribute to the production of a pre-production proposal document for a virtual reality project. 2. I can identify the components required to develop a virtual reality project. 3. I can contribute to the productions of an implementation plan for a virtual reality project.	1. I can describe a component of a virtual reality software solution. 2. I can develop a component for a virtual reality software solution.