

# Level 2 ITQ (N/SVQ for IT Users) 4322-02

**Standards and assessment requirements**

**Candidate version**

100/4211/8



---

[www.cityandguilds.com/itq](http://www.cityandguilds.com/itq)  
October 2006  
Version 1.0

## About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## City & Guilds Group

The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC which offers land-based qualifications and membership services. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

## Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement *Access to assessment and qualifications* is available on the City & Guilds website.

## Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2005 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the *Standard Copying Conditions* on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

## Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

## City & Guilds

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[enquiry@cityandguilds.com](mailto:enquiry@cityandguilds.com)**

# Level 2 ITQ (N/SVQ for IT Users) 4322-02



Candidate version

---

October 2006  
Version 1.0

**This page is intentionally blank**

# Contents

1	Introduction	5
2	What is City & Guilds ITQ?	6
3	Key differences between ITQ and the old N/SVQ	7
4	How City & Guilds ITQ works	9
5	Assessment method requirements	10
6	Recording assessment and evidence	12
7	The qualification structure	13
8	About the standards	14
9	How to use e-Equals in your ITQ	15
10	e-Equals Level 2 contributing units	17
11	The ITQ units	18
	201 Make selective use of IT 2	19
	202 Operate a computer 2	25
	203 IT troubleshooting for users 2	29
	204 IT maintenance for users 2	31
	205 IT security for users 2	35
	206 Internets and intranets 2	37
	207 E-mail 2	41
	208 Word processing software 2	45
	209 Spreadsheet software 2	49
	210 Database software 2	53
	211 Website software 2	57
	212 Artwork and imaging software 2	61
	213 Presentation software 2	65
	214 Specialist or bespoke software 2	69
	215 Evaluate the impact of IT 2	71
	217 Use IT systems 2	75
	218 Use IT to exchange information 2	79

**This page is intentionally blank**

# 1 Introduction

## About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for the ITQ and includes:

- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

## Sources of essential ITQ information

There are also ITQ specific documents that can be downloaded from the City & Guilds website ([www.cityandguilds.com/itq](http://www.cityandguilds.com/itq)). As well as the scheme documentation, this dedicated area has editions of the ITQ newsletter, “**ITQ Update**”, ITQ case studies and the **ITQ Inbox** for those who have questions about the qualification.

## Other sources of essential information

This document has been designed to be used with the City & Guilds N/SVQ Guide which is made up of:

- *Centre guide* – containing information specifically for centres (EN-12-0001)
- *Candidate guide* – containing information specifically for candidates (TS-12-0001)
- *Recording forms* – containing a set of recording forms FOR centres and candidates to use for recording assessments and evidence. (TS-33-0001)

Visit the City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)) for the latest versions of these documents.

Other City & Guilds documents which contain the latest information regarding the assessment of N/SVQs are:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*
- *Ensuring quality* - containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – additional information on running City & Guilds qualifications is given in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds *Directory of qualifications*. This information appears on the online qualification administration service for City & Guilds approved centres, the Walled Garden, at [www.walled-garden.com](http://www.walled-garden.com).

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements* document, this document has the more up-to-date information.

## 2 What is City & Guilds ITQ?

You are about to start a programme of assessment leading to the IT User National Vocational Qualification (ITQ). This guide has been produced in order to provide you with information and support as you work through achieving your qualification.

As you make progress you will be able to demonstrate that you have the necessary knowledge, understanding and practical skills to work effectively and efficiently.

You can do all of the assessment in your workplace, or you can do most of it in a college or with another training provider, but there is still one part that you have to do at work in order to gain the full ITQ. If you are currently not in work, you can get certificates for all the units you have achieved and leave the final mandatory unit until you have access to a real workplace.

### **What is a National Vocational Qualification?**

National Vocational Qualifications (NVQs) are designed to help people improve their skills, knowledge and understanding in the jobs that they do, and once they have achieved a National Standard, to recognise that achievement by awarding a certificate. NVQs are written using National Occupational Standards which have been produced in close consultation with industry so that any qualification produced from them will be what industry actually needs. This means that anyone with an NVQ certificate can use it as proof that they can use certain skills competently in the workplace; this will help when applying for a job with a new employer or for a promotion with a current one. Employers can use the qualifications as a benchmark to make sure that all of their employees are trained to the level that they need.

iTQ is a new kind of NVQ, written to a new set of National Occupational Standards for the 21<sup>st</sup> century. It still retains the founding principles of assessing and certificating workplace competence, but it does it in a much more flexible way so that all IT users can achieve certificates.

### 3 Key differences between ITQ and the old N/SVQ

Here is a summary of the main differences between iTQ and the old NVQs:

Feature	Old Using IT NVQ	ITQ
Accreditation of Prior Achievement (APA)	None	Approved for an increasing number of qualifications (eg e-Equals). All units apart from the mandatory unit, can be APA'd
Accreditation of Prior Achievement (APA)	None	Much easier; smaller number of clearly presented forms; even easier with e-portfolios
Administration	Onerous; excessive cross-checking and recording	Mandatory unit in the workplace, other units can be simulated in a training environment
Assessment location	Workplace only	Task-based holistic assessment; each skill assessed once only; increased use of Expert Witnesses at varying levels of experience and qualification
Assessment methods	Not task-based; assess each skill on three separate occasions; generally low use of witness testimony	Highly customisable; can be adjusted to suit any employer's needs and can become their own qualification based on National Occupational Standards
Customising	Not possible in practice	Much easier to interpret; candidates motivate themselves and drive the delivery themselves; far less paperwork; task based assessment is much more focussed on what individuals actually do in their jobs
Experience of assessors	Bureaucratic; unnecessary repeat assessment; difficult to keep candidates motivated; difficult to interpret; high work load.	As flexible as the situation requires; can be adjusted to fit the candidate's work role; can be largely completed outside the workplace if desired using a Realistic Working Environment (RWE)
Flexibility	Very little; candidate's work had to be fitted to the qualification causing unnecessary work; workplace only very limited simulation	Totally flexible – can be applied to any person who uses IT in any form; much easier and quicker to achieve without compromising quality; much less bureaucracy
Perception of employers and candidates	Inflexible, bureaucratic, tedious, prescriptive and not what employers wanted; takes far too much time in the workplace	Physically much smaller; leave evidence where it is and 'signpost' it; no need to print everything; ideal for e-portfolios

<b>Feature</b>	<b>Old Using IT NVQ</b>	<b>ITQ</b>
Portfolios	Often huge; not conducive to e-portfolios	Rigorous; much easier to monitor and to get it exactly right
Quality control	Rigorous; difficult to get it exactly right	Designed as a vehicle for training both in and out of the workplace; assessment and training can take place side by side
Training	Did not integrate easily into training programmes, almost like a 'final exam' after training was complete	'Spiky Profile' - 40% of units can be at different levels
Unit levels	All units in an NVQ must be at the same level	Much easier; smaller number of clearly presented forms; even easier with e-portfolios

## 4 How does the City & Guilds ITQ work?

The ITQ is made up of a number of different units. Each unit contains an Area of Competence, which describes the standards of a broad area of work that a competent person should be able to perform. There is a unit summary that describes what the unit is about and clarifies key words and phrases. The Area of Competence (AOC) is then broken down into two types of component:

- Skills and Techniques
- Knowledge and Understanding

Taken together, these show what needs to be done to achieve the whole unit.

The AOCs will include information about the

- standards of performance expected
- types of evidence which you will need to produce
- knowledge required.

There are 2 types of unit in this qualification:

Mandatory – you will have to achieve these in order to achieve the qualification overall

Optional – you will be able to choose from a range of optional units depending on the level of skill you have in the appropriate area.

Unit values (UVs) have been used to establish a value-based approach to the qualification design. UVs are intended as a straightforward mechanism for enabling a flexible qualification structure, while ensuring that all qualifications in the ITQ are of a similar 'weight' or amount of content

The level of a qualification is determined by the level of the mandatory unit taken. To achieve a full ITQ, candidates must achieve a minimum total of UVs, of which at least 50% of the optional units must be achieved at the same level as the mandatory unit. These are:

- Level 1 - 40 UVs, to include mandatory unit 101 and additional units. At least 30 of the UVs achieved in this qualification must be at Level 1
- Level 2 – 100 UVs, to include mandatory unit 201 and additional units. At least 65 of the UVs achieved in this qualification must be at Level 2
- Level 3 – 180 UVs, to include mandatory unit 301 and additional units. At least 110 of the UVs achieved in this qualification must be at Level 3

To gain your ITQ certificate, you will be expected to show competence in the mandatory and optional units and, when you have successfully completed the relevant units, you will be able to claim your qualification from City & Guilds. Even if you only complete some of the units, you will still be able to claim unit certification.

## 5 Assessment method requirements

This guidance is based on the Assessment Strategy developed by e-skills UK for the ITQ.

### Introduction

The ITQ is intended to be appropriate and manageable for people that use IT for different purposes in a wide range of work roles.

With this N/SVQ, we can recognise other qualifications and employer programmes of learning as counting towards achievement of the N/SVQ.

Many people develop their skills in using IT through undertaking qualifications such as Vocationally Related Qualifications (VRQs), vendor certificates and general qualifications. In order to allow candidates to build on their existing skills and to avoid duplication of assessment, a system for recognising the contribution that some of these qualifications can make towards achieving the N/SVQ for IT Users is proposed. This extension of existing accreditation of prior achievement (APA) arrangements will save candidates, centres and Awarding Bodies time and effort.

The N/SVQs for IT Users have the potential to incorporate a wide range of IT skills qualifications and training through such a system of validation. At each qualification level, the optional units can be assessed:

- wholly using evidence arising from the workplace or simulation; or
- by a combination of certificated knowledge and skills (from a validated qualification or employer training scheme) and workplace or simulated evidence.

### External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

### Sector specific unit

This can be an accredited unit from any suite of N/SVQs which is relevant to the candidate's job role. The Unit Value of this unit is determined by the qualification level in which it will be used. Availability of these units is at the discretion of the Awarding Bodies. In this context 'sector' means an occupational sector as defined by the Skills for Business Network. Any sector specific unit must be assessed according to the requirements of that sector's Assessment Strategy. Accreditation of Prior Experience and Learning (APEL)

### Assessment

In order to achieve an ITQ, a candidate must apply specified skills, knowledge and understanding to their actual job role. There is no requirement that every area of competence should be demonstrated in the **workplace**, and it is one of the key functions of an Assessment Strategy to define those areas that must be assessed in the workplace and those that can or must be achieved in other ways. It should be noted that the design and structure of the ITQ is such that no candidate can achieve the qualification without demonstrating a prescribed minimum amount of actual workplace performance.

The National Occupational Standards give an indication of the types and scope of activities the competent person should be able to carry out. Candidate evidence, however produced (work-

based, simulation or recognised qualification), must reflect this. Evidence of several activities will normally be required.

### **Workplace assessment**

At each qualification level, the mandatory unit **must** be assessed using evidence arising from the workplace. All optional units **may** be assessed using evidence arising from the workplace. For all workplace assessments:

- evidence should arise naturally from workplace tasks and activities involving the use of IT
- product outcomes – in the form of outputs (in soft or hard copy) produced using IT – should form the majority of evidence
- ephemeral evidence, for example of decision taking, should be cross checked by oral questioning and backed up by brief written evidence – for example, in the form of annotations or storyboards
- the assessment of workplace performance should be as natural and efficient as possible and therefore evidence of competence should, where possible, come from work colleagues acting as ‘expert witnesses’.

### **Knowledge tests**

Some employers use knowledge tests, often delivered electronically, to assess an employee’s knowledge and understanding of, for example, organisational procedure. Knowledge components specified in the standards may be assessed by the use of such knowledge tests, which follow a standard model of assessing knowledge within an N/SVQ by using questions.

The use of knowledge test should be agreed in advance.

### **Simulation**

The term simulation refers to the simulation of work tasks and activities – not to the use of IT. such simulation is permitted for assessing any optional units.

The optional units relate to the techniques involved in using IT and these must always be assessed at least in part through evidence gained from practical tasks or activities involving the creation of documents, spreadsheets, web pages or other products (either paper based or in digital form). All assessment of optional units must be based on the use of real IT software and hardware to carry out tasks and activities that may be simulated.

Where tasks and activities are simulated, they must be undertaken in a **realistic working environment**.

Simulation is not permitted for the mandatory unit. Any sector specific unit must be assessed according to the requirements of that sector’s Assessment Strategy.

### **Criteria for defining realistic working environments**

A realistic working environment is defined by the following criteria:

- based on a work task, activity or scenario that is sufficiently challenging for the level of the understanding and skills to be assessed
- includes a comprehensive range of demands and constraints typical of those that would be met in a real work context
- gives candidates access to people, equipment and materials that would be normal for the tasks or activities represented
- places candidates under pressures of time that would be normal in the workplace for the type of tasks and activities represented; and
- is replicable, in order to allow opportunities for reassessment under comparable conditions, where necessary.

## 6 Recording assessment and evidence

### Recording forms to use

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see NVQ Guide for centres and candidates - Recording forms, available on the City & Guilds website). Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by NVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems Quick Step and Paper Free.

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

## 7 The qualification structure and standards

### Qualification structure

#### Flexibility of qualifications

Flexibility of qualification design is required to match both the increasing diversity of job roles within the ICT sector and the diverse application and use of ICT.

The diversity of application and use of ICT needs to be reflected by the availability of imported (sector specific) units within qualifications. Currently only specified units can be incorporated within qualifications. *e-skills UK propose to allow the inclusion of **any** unit which has been demonstrated to be relevant to the candidate's job role.*

The degree of flexibility within the choice of units must meet the needs of the potential users of the qualifications. The ITQ is intended to be appropriate and manageable for people that use IT for different purposes in a wide range of work roles.

Using IT is not an occupational role in itself. However, it is an occupational competence that applies to millions of workers across the large majority of industrial and business sectors. This includes many roles where using IT is central to daily activity.

Current qualifications implicitly assume that a candidate operates at a uniform level across all aspects of their job. This does not reflect the reality that, for example, an overall level 2 role includes some higher or lower activities. The ability to accommodate this in qualifications was seen as highly desirable, subject to some constraints.

*The NOS have been developed to reflect the range and depth of competence that different people may need in their work roles.*

Allowing the flexibility in the choice of units raises concerns as to the coherence, relevance and comparability of qualifications. However, experience with the previous qualification structures has shown that it is very difficult to predict the combinations of functions that make up real job roles. In addition, these combinations can be subject to significant change within the qualification lifetime.

#### Units for export to other sectors

There was substantial support for the concept of developing transferable units with an increased breadth of coverage that would be suitable both for use within qualifications developed by other sectors and potentially as freestanding units for unit certification.

The following units have been created for export to other sectors:

General uses of IT

\*Use IT systems

\*Use IT to exchange information

Use IT software

Purposes for using IT

\*Available for use in the IT User N/SVQ (ITQ).

## 8 About the standards

### Availability of standards

The NOS, e-skills UK Assessment Strategy and e-skills UK Qualification Structure can be downloaded from the ITQ area of the City & Guilds website ([www.cityandguilds.com/itq](http://www.cityandguilds.com/itq)) and are available on the **e-skills UK** website.

### Mapping of old standards to new

The N/SVQ for IT Users (ITQ) replaces the Using IT N/SVQ (4300/4301) qualification.

### Age restrictions

There are no age restrictions attached to candidates undertaking the Level 2 ITQ qualification, unless this is a legal requirement of the process or the environment.

Otherwise, there are no formal entry requirements for candidates undertaking this qualification, however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

### Progression routes

Through this award candidates having access to other levels of the ITQ as well as related qualifications in the IT adjacent sectors (eg IT Practitioner/Professional and Contact Centres N/SVQs)

Use of the Sector Specific Unit also allows candidates to progress to sectors outside IT.

## 9 How to use e-Equals in your ITQ

### Using Contributing Qualifications

When planning the profile of an ITQ, your first action is to find out if the candidate has any previous qualifications. These might be suitable for Accreditation of Prior Achievement/Learning (APA/L) against ITQ units, saving both you and the candidate a lot of work. This guide aims to help you through the process. Note that you cannot APA to the following ITQ units:

- Make selective use of IT
- Evaluate the impact of IT
- Sector Specific unit

Look at the certification date (you must see the **original** certificate), if it is less than 3 years old, you can proceed to the next step. Now you need to go online to the list of approved qualifications, which can be found at [HTTP://itq.e-skills.com/Resource-Library/Qualifications-and-Assessment/1368](http://itq.e-skills.com/Resource-Library/Qualifications-and-Assessment/1368). The list is approved and maintained by e-skills UK, our Sector Skills Council. Assuming the qualification is on the list (be careful to get the title, version and level right), click on its title and a new page will appear. You will now see a table of information about how well each unit in the qualification maps to one or more of the ITQ units.

<b>Content</b>	<b>Assessment</b>
<b>Full</b> (means that all of the ITQ assessment criteria have been covered in the VRQ unit)	<b>Yes</b> (means the assessment methods meet the criteria for ITQ assessment and, provided that there is full content coverage, no further assessment is necessary to gain the ITQ unit)
<b>Partial</b> (means you will have to do some further assessment of the items that haven't been covered either in a simulated or a real workplace. "What" and "How much" is dealt with below)	<b>No</b> (means that skills have not been demonstrated in an approved environment and that a further task covering a typical selection of skills from the unit must be assessed in a real or simulated workplace)

You need to look at the information in both columns to help you decide your next step

#### What to do next

Always take a copy of the certificate and certify it as a true copy (you must date this signature – it's the date used to measure the 3 years). This is all or part of your unit evidence. Enter the certificate copy and any evidence from additional tasks into the portfolio and sign off the unit.

#### Before you start – important rules for ITQ mandatory units.

The assessment strategy for ITQ says that if one or two ITQ units are achieved via APA, then the skills from those units must be demonstrated in the mandatory unit (ie in the workplace). If there are more than two units then the skills from **two** of them must be demonstrated in the mandatory unit and the rest in a Realistic Working Environment. You might then want to consider setting two of the additional assessed tasks in the workplace and using them for the mandatory unit as well.

## Your choices of action

<b>Combination</b>	<b>Action required before signing off unit</b>
<b>'Full' and 'Yes'</b>	Enter the fact that you have used APA in the Summary of Achievements and reference the copy of the certificate as evidence.
<b>'Full' and 'No'</b>	Set an assessed task for the candidate using a range of skills from the ITQ unit (you don't have to cover all of them). Set the task in a RWE or in the workplace.
<b>'Partial' and 'Yes'</b>	In the online list of units, click on the unit you are cross-mapping. A document will open containing a table with two pairs of columns, one for Knowledge and Understanding, one for Skills and Techniques. The right hand column cells contain either an outcome reference (where the VRQ has mapped to ITQ), a note or are blank. Where a cell in the right hand column is blank, you must assess the corresponding ITQ item in a real or simulated workplace; where there is a note, use the content to modify your assessment accordingly.
<b>'Partial' and 'No'</b>	The best way to proceed is to set an assessed task in a real or simulated work environment (see the procedure immediately above).

## 10 e-Equals Level 2 contributing units

### Using Contributing Qualifications

This shows how e-Equals can contribute to the learner achieving their ITQ qualification

ITQ units covered	e-Equals contributing unit	Content coverage	Assessment coverage
Operate a computer 2	021 IT Principles	Full	Yes
IT maintenance for users 2	021 IT Principles	Full	Yes
IT security for users 2	021 IT Principles 025 Using the Internet	Full	Yes
Internets and intranets 2	025 Using the Internet	Full	Yes
E-mail 2	025 Using the Internet	Full	Yes
Word processing software 2	022 Word Processing	Full	Yes
Spreadsheet software 2	023 Spreadsheets	Full	Yes
Database software 2	024 Databases	Full	Yes
Website software 2	208 Website Design	Full	Yes
Artwork and imaging software 2	028 Desktop Publishing	Full	Yes
Presentation software 2	026 Presentation Graphics	Full	Yes
Specialist or bespoke software 2	027 Computerised Accounts	Full	Yes
Evaluate the impact of IT 2	021 IT Principles	Full	Yes
Use IT systems 2	001 IT Principles	Full	Yes
Use IT to exchange information 2	025 Using the Internet	Full	Yes

# 11 The ITQ units

## Units available for the Level 2 ITQ

Unit titles	Unit values		
	Level 1	Level 2	Level 3
<b>Make selective use of IT</b>	-	<b>25</b>	-
Operate a computer	10	20	30
IT troubleshooting for users	5	15	25
IT maintenance for users	5	15	25
IT security for users	5	15	25
Internets and intranets	5	15	25
E-mail	5	15	25
Word processing software	10	20	30
Spreadsheet software	10	20	35
Database software	10	20	35
Website software	10	20	35
Artwork and imaging software	10	20	35
Presentation software	10	20	30
Specialist or bespoke software	10	20	30
Evaluate the impact of IT	5	15	25
Use IT systems	5	15	25
Use IT to exchange information	5	15	25
Sector specific unit	10	20	30

At Level 2, candidates must complete 100 UVs, to include mandatory unit 201 and additional units. At least 65 of the UVs achieved in this qualification must be at Level 2.

## 201

## Make selective use of IT 2

25 UVs

This is the ability to determine the appropriate use of IT in a variety of settings, such as home, work school or other environment.

In addition to level 1, **a level 2 job role is likely to involve:**

- working out how to use IT for more complex tasks (eg producing a business letter, working out a monthly budget, creating a presentation with a sound track, editing a photo for a brochure or planning multiple web pages for a web site.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Work out how to use IT effectively for more complex tasks and purposes, taking account of their own skills and capabilities.

- **Explaining** decisions and actions taken about using IT
- **Finding and evaluating** information using appropriate methods
- **Organising** information
- **Reviewing** own use of IT and feedback from others.

- What and how appropriate the **purposes** for using IT are
  - How to **produce information** that is clear and appropriate
  - What and how to use appropriate **terms for IT** that may be used.
-

# 201 Make selective use of IT 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **4 comprehensive tasks** to demonstrate your competence in:

#### 1 Explaining (use of IT)

Explaining decisions and actions about using IT.

- a explaining which software tools and techniques were chosen and how effectively they were used for particular tasks and uses.

#### 2 Finding and evaluating

Ways of finding and evaluating information

- a choosing and using appropriate methods of searching for relevant information
- b reviewing sources and information to help choose what is most relevant and to decide when enough has been found.

#### 3 Organising

Organising information appropriately for the task

- a using a variety of IT software tools and techniques to structure information to suit more complex tasks and audience needs, such as using large print for partially sighted readers.

#### 4 Reviewing

Reviewing the effectiveness and appropriateness of own use of IT

- a evaluating own strengths and weaknesses in using IT
- b taking account of feedback from other people about own use of IT.

### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Purposes

What the purposes for using IT are and how to judge whether the IT system and software chosen was appropriate

- a why and how using the IT system and software was an appropriate way of carrying out the task

#### 2 Produce information

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience.

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed.

### **3 Terms for IT**

What the correct terms for IT hardware, software and particular tasks are and how to use them.

- a what and how to use a wide range of correct terms for hardware and software, such as 'web-cam' and 'netiquette'.

## Assessment Guidance

The assessment for this unit **must take place** in the workplace; evidence must come naturally from work place tasks and activities; the evidence must be at the same level of the qualification.

In demonstrating competence in this unit you must show that you can use the skills and techniques required for **at least 2** optional units. In other words, you cannot achieve this unit by producing all the evidence using just spreadsheets or just word processor, and so on.

The following table shows some examples of the quantities and content of tasks that would be acceptable as evidence for assessment. *The list is by no means exhaustive and is intended as a guide only.*

	<b>Internet and intranet</b>	<b>E-mail</b>	<b>Word Processing Software</b>	<b>Spreadsheet Software</b>	<b>Database Software</b>	<b>Artwork &amp; Imaging Software</b>	<b>Website Software</b>	<b>Presentation Software</b>	<b>Specialist Software</b>
<b>Typical task size</b>	Download and organise information, web pages, .PDF files, etc following a theme	One Page of A4 (e-mail) plus an attachment, plus some organisation of recipients and folders	Two pages of A4 text	Two A4 pages of data	Data array covering two A4 pages	Two A4 sheets including two self-produced images and explanatory text	2 linked web pages of A4 length each with related, detailed information	A presentation of about ten slides to include at least two self-produced animations	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria
<b>Skills and Techniques</b>									
<b>Explaining (use of IT)</b>	Explain differences between Inter and intra - net	Explain different formats, suitability, secure forms, etc.	Explain main features and contrast with alternatives	Explain main features and contrast with alternatives	Explain main features and contrast with alternatives	Explain the features that distinguish this software from non-specialist software (eg: WP)	Explain the features of the software that allow web pages to be produced in a given format	Explain the features of the presentation software that make it more suited to the task than alternatives such as word processor or image and animation	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria

	<b>Internet and intranet</b>	<b>E-mail</b>	<b>Word Processing Software</b>	<b>Spreadsheet Software</b>	<b>Database Software</b>	<b>Artwork &amp; Imaging Software</b>	<b>Website Software</b>	<b>Presentation Software</b>	<b>Specialist Software</b>
<b>Finding and evaluating</b>	Search for information with a given theme and with a minimum amount of detail. Evaluate the results and discard unwanted results	Search for e-mails with common themes, recipients, senders, etc in current folders and archives	Use text search facility to locate information in a large text document	Search for cells and groups of cells containing data of a particular type or within a given range	Multiple criteria data search	Use search facilities to locate suitable image files for a given task. Evaluate for quality, format etc.	Use search facilities to locate suitable content for the web pages (ie: information, graphics, animations, etc)	Use search facilities to locate suitable content for the presentation (ie: information, graphics, animations, etc)	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria
<b>Organising</b>	Select and organise bookmarked pages into themed groups. Set browser displays to cater for different needs such as high contrast or large print	Arrange e-mails into themed groups. Arrange address book entries, create groups of recipients and organise multiple e-mail accounts	Produce a letter, information sheet, etc and present it in a non-routine format for a specific audience, eg high contrast or large print	Enter data and present it in suitable format	Format fields and enter data in an organised fashion	Create documents containing artwork and other images that are ordered and formatted correctly	Create web pages that function correctly, are simple to use and easy to read (e.g. appropriate font, contrast, etc).	Create a presentation so that the slides are in the correct order, animations function correctly, it can be controlled by the user and is easy to find.	Categorise software to nearest equivalent (WP, DB etc) and use corresponding criteria
<b>Reviewing</b>	Use individual software as a context within which to conduct reviews of use of IT. See following notes.								

The knowledge requirement is largely self –explanatory. Further guidance for centres should be sought initially from the External Verifier.

**This page is intentionally blank**

This is the ability to carry out the initial steps in using an IT system (eg turning on a personal computer (PC) and using a mouse to navigate around a screen); and operate hardware and software day-to-day (eg a PC or personal digital assistant (PDA) operating systems and software that is suitable for the task in hand).

In addition to level 1, a **Level 2 job role is likely to involve:**

- setting up and using a wider range of different types of hardware safely (eg laptop, PDA, external disc drive, digital camera, web cam or scanner), storage media (eg floppy disc, CD-ROM, DVD, local area network (LAN) or wide area network (WAN)); and
- using software for more complex tasks (eg keeping a project budget, editing a photo for a brochure).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

**Level 2**

Use most types of hardware, software and storage media

- **Setting up** most types of hardware safely
- **Accessing** data
- Using common **storage media**
- Using common software **tools and techniques**

- What most **types of computer hardware** are and how to use them
  - What most software **tools and functions** can be used for and how to use them
  - How to identify **health and safety issues** in using IT
  - The need to make sure that hardware and software are **compatible**
  - How **data transmission speeds** vary.
- 

**City & Guilds contributing unit**

e-Quals Level 2

021 IT Principles – Full content and assessment coverage

# 202 Operate a computer 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Setting up

Setting up computer hardware and storage media

- a connecting up a computer with other hardware and storage media safely
- b linking up a computer to other hardware safely.

#### 2 Accessing

Accessing files, networks and network software

- a accessing files on a local area network (LAN) or a wide area network (WAN).

#### 3 Storage media

Using different storage media to save and transfer data

- a using common storage media
- b identifying the best way to transfer files to different types of storage media
- c archiving data to make the most of the storage space available.

#### 4 Tools and techniques

Using tools and techniques of different types of software

- a using common tools and techniques appropriately, such as page set-up, short cuts and print preview.

### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Types of computer hardware

What different types of computer hardware are and how to use them

- a what most types of computer hardware are
- b what storage media are available, such as hard discs, floppy discs or CD ROMs
- c how to use most types of hardware and storage media.

#### 2 Tools and functions

What the tools and functions of software can do

- a what most tools and functions of the software applications can be used for
- b how to select and use appropriate tools and functions for more complex tasks.

#### 3 Health and safety issues

The health and safety issues involved in using IT

- a ways to keep risks to people to a minimum
- b ways to keep risks to hardware to a minimum

#### **4 Compatibility**

Why and how to make sure that hardware and software are compatible

- a what problems can occur when hardware, software and operating systems are not compatible
- b why compatibility standards are needed.

#### **5 Data transmission speeds**

Why and how data transmission speeds vary, such as between modem and network, floppy disc and CD ROM, or parallel and USB connections

- a what general combinations of hardware and software offer very slow of fast transmission speeds.

**This page is intentionally blank**

This is the ability to solve information technology (IT) hardware errors and errors involving the interaction between hardware and software.

In addition to level 1, a **Level 2 job role is likely to involve:**

- using skills and experience to solve most types of errors (eg faulty cable connections, broken mouse, software that needs more memory to open or damage to software from viruses); and
- knowing about problems to do with compatibility.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Solve errors on most types of hardware and software using skills and experience.

- **Restarting** most hardware and software using manufacturers' guidelines
- **Correcting errors** by using methods that have worked in the past.

- What **errors** may happen on most types of hardware and software with data
  - What **advice** is available and how to get it
  - What **compatibility** issues may occur.
-

## 203 IT trouble-shooting for users 2

### Unit evidence requirements

#### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Restarting

Restarting hardware and software

- a restarting most hardware and software using tools supplied by the manufacturer.

#### 2 Correcting errors

Correcting errors and problems

- a choosing and using methods that have worked in the past to correct different types of errors
- b checking that errors have been corrected.

#### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Errors

The causes of errors and problems and how to sort them out.

- a what errors and problems can be corrected from experience, to do with
  - i most hardware and storage media
  - ii most software
  - iii combinations of hardware and software
  - iv data
  - v viruses.

#### 2 Advice

When and where to seek advice on technical errors and problems

- a where and how to find advice on common errors with most hardware and software.

#### 3 Compatibility

Why and how to make sure that hardware and software are compatible

- a what problems can occur when hardware, software and operating systems are not compatible
- b why compatibility standards are needed.

This is the ability to keep hardware and software up-to-date and in proper condition so that it continues to fulfil the tasks required.

In addition to level 1, a **Level 2 job role is likely to involve:**

- carrying out less common maintenance safely (eg using 'defrag' to improve the performance of a hard disc)
- knowing what is involved in upgrading hardware and software.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Carry out appropriate routine and non-routine maintenance safely, so that hardware and software are kept in good condition and up-to-date.

- **Managing files** appropriately
- **Cleaning** hardware
- Identifying and **avoiding health and safety risks**
- **Maintaining** hardware and software.

- What routine and non-routine **maintenance** can be done and how
  - How to identify **health and safety issues** in using IT
  - What is involved in **upgrading hardware and software**.
- 

### City & Guilds contributing unit

e-Quals Level 2

021 IT Principles – Full content and assessment coverage

## 204 IT maintenance for users 2

### Unit evidence requirements

#### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Managing files

Managing files appropriately to maintain performance ('housekeeping')

- a changing default settings for saving data.

#### 2 Cleaning

Cleaning the external and internal parts of hardware

- a selecting suitable cleaning methods and materials
- b cleaning hardware to make it work efficiently, such as keyboard, mouse roller-ball or vents
- c cleaning hardware to keep them looking good

#### 3 Avoiding health and safety risks

Avoiding health and safety risks to self and others

- a carrying out a risk assessment of own use of IT, including checking electrical loading of system.

#### 4 Maintaining

Maintaining hardware and software

- a carrying out routine maintenance to printers, following manufacturers' instructions for others
- b identifying any non-routine maintenance needed to hardware and carry it out, by following manufacturers' guidelines.

#### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Maintenance

The importance of carrying out IT maintenance

- a what non-routine maintenance may be needed and how to identify when it is necessary
- b what maintenance professionals will be needed for.

#### 2 Health and safety issues

The health and safety risks to self in using IT

- a ways to keep risks to people to a minimum
- b ways to keep risks to hardware to a minimum.

### **3 Upgrading hardware and software**

What is involved in upgrading hardware and software

- a what the benefits of upgrading may be
- b what the drawbacks of not upgrading may be
- c the need to check compatibility of software and hardware upgrades with other parts of a system.

**This page is intentionally blank**

This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.

In addition to level 1, a **Level 2 job role is likely to involve:**

- knowing how to avoid common security risks and control access to software and data
- using a wider range of methods to protect software and data (eg from exchanging information by e-mail or when downloading software from the Internet).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Select and use appropriate methods to keep common security risks to a minimum

- **Protecting** software and data in different ways.

- What common **security risks** there may be
  - How to **control access**
  - What and how **laws and guidelines** affect the use of IT.
- 

### City & Guilds contributing unit

e-Quals Level 2

021 IT Principles – Full content and assessment coverage

025 Using the Internet – Full content and assessment coverage

## 205 IT security for users 2

### Unit evidence requirements

#### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Protecting

Protecting hardware, software and data

- a setting password levels on software and data
- b making backups of operating system data
- c downloading software patches to fix any security flaws
- d taking appropriate action to keep risks to a minimum, when downloading software
- e taking action to avoid risks from receiving and opening attachments from e-mails..

#### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Security risks

Ways to keep security risks to a minimum

- a risks of downloading software from the Internet.

#### 2 Control access

Why and how to control access to hardware, software and data

- a ways to control access to common storage media
- b ways to control other people from editing data
- c ways to control access to common software.

#### 3 Laws and guidelines

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

This is the ability to access, retrieve and verify information from the Internet, intranets and the world wide web, using browser software.

In addition to level 1, a **Level 2 job role is likely to involve:**

- knowing about the benefits and drawbacks of different connection methods
- understanding how to avoid Internet security risks
- using and customising more advanced browser facilities
- searching for, finding and evaluating information.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use computer and other hardware efficiently to access, retrieve and exchange relevant information of different types.

- **Searching** for relevant information efficiently
- **Finding and evaluating** information using appropriate methods
- **Exchanging information** by using appropriate methods
- **Customising browser software.**

- The benefits and drawbacks of own **connection methods**
  - More advanced **browser facilities**
  - What **information and other opportunities** are available and ways to access them
  - Ways to avoid **Internet security risks**
  - How **laws and guidelines** affect the use of IT.
- 

### City & Guilds contributing unit

e-Equals Level 2

025 Using the Internet - Full content and assessment coverage

## 206 Internets and intranets 2

### Unit evidence requirements

#### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Searching

Searching for information on the internet or an intranet

- a choosing a search engine that is appropriate for the information that is needed
- b carrying out searches efficiently, such as by using meta search engines, wild cards, AND or NOT (Boolean notation).

#### 2 Finding and evaluating

Ways of finding and evaluating information

- a choosing and using appropriate methods of searching for relevant information
- b reviewing sources and information to help choose what is most relevant, and to decide when enough has been found.

#### 3 Exchanging information

Ways of exchanging information over the Internet or an intranet

- a choosing and using appropriate methods of exchanging information, such as file transfer protocol (FTP) or hypertext transmission protocol (HTTP)
- b using interactive sites.

#### 4 Customising browser software

Customising browser software to make it easier to use

- a customising browser settings to improve the performance of software.

#### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Connection methods

Different types of connection, hardware and software needed for Internet and intranet access

- a what own connections will and will not do.

#### 2 Browser facilities

What facilities are available in browser software and how to make the most of them

- a what methods can be used to exchange files and how to use them, such as FTP and HTTP
- b how to download software patches
- c that browsers have different settings that can be changed
- d that some browsers and servers will allow e-mail to be sent and received
- e how and when to delete temporary files

f how changing settings effects performance, such as viewing, history and cookies.

### **3 Information and other opportunities**

What is available on the Internet, intranets and the World Wide Web.

- a what meta search engines are and how to use them
- b opportunities to post or publish material to websites
- c opportunities to create websites.

### **4 Internet security risks**

What security risks there may be in using the Internet and how they can be avoided, such s from viruses or from unauthorised remote access (eg hackers)

- a legal, ethical and economic risks
- b what ways there are of protecting against risks, such as browser security settings, firewalls and user access controls.

### **5 Laws and guidelines**

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

**This page is intentionally blank**

This is the ability to send and receive messages. Whilst it is primarily associated with the Internet, it is not essential to involve Internet technology.

In addition to level 1, a **Level 2 job role is likely to involve:**

- using more advanced e-mail facilities (eg for setting up groups of e-mail addresses, adding a signature, using rtf or html to alter the design and format of e-mails and compressing attachments).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use more advanced facilities to send and receive messages.

- **Sending and receiving** e-mails using more advanced facilities
- **Exchanging information** by using appropriate methods
- Using **address books and other facilities** available
- **Formatting e-mails** in different modes.

- More advanced **e-mail facilities**
  - Common **problems with e-mail**
  - What and how **laws and guidelines** affect the use of IT.
- 

### City & Guilds contributing unit

e-Equals Level 2

025 Using the Internet - Full content and assessment coverage

## Unit evidence requirements

**Skills and techniques:**

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

**1 Sending and receiving**

Sending and receiving e-mails using the facilities provided by software

- a using more advanced facilities, such as add a signature or set the priority of messages
- b sending messages to groups of people using groups set up in an address book
- c sending and receiving instant messages with and without attachments
- d compressing messages on sending and un-compress messages that have been received
- e archiving e-mails, where necessary, such as by using folders and subfolders.

**2 Using address books and other facilities**

Using address books and other facilities provided by e-mail software, such as Out of Office replies and encryption

- a setting up groups for sending e-mails to
- b compressing and de-compressing e-mail attachments.

**3 Formatting e-mails**

Formatting e-mails to make them communicate more effectively

- a changing design and format of e-mails, such as by using RTF, HTML and plain text.

**4 Exchanging information**

Ways of exchanging information over the Internet or an intranet

- a choosing and using appropriate methods of exchanging information, such as FTP or HTTP
- b using interactive sites.

**Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding:

**1 E-mail facilities**

Different facilities that are provided by e-mail software, such as tools, archive folders, address books and settings

- a how to send e-mails to groups using a group list within an address book
- b how to archive and compress e-mails
- c what other resources may be provided by e-mail software and how to use them.

**2 Problems with e-mail**

What problems can happen and how to keep risks to a minimum

- a what to do about e-mails intended to cause problems, such as SPAM or chain-mails
- b how to keep the difficulties of sending and receiving large e-mails to a minimum

- c what limits there may be to the number or size of e-mails that can be received and stored
- d how to avoid viruses.

### **3 Laws and guidelines**

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

**This page is intentionally blank**

This is the ability to use a software application designed for the creation, edit and production of documents and text (eg writing a letter, memo or CV).

In addition to level 1, a **Level 2 job role is likely to involve:**

- using a wide range of tools and techniques to produce professional looking documents (eg producing mail merged business letters and invoices, more complex reports and content for we pages).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use word processing software effectively to produce professional looking documents that communicate clearly and accurately.

- **Handling files** appropriately
- **Combining information** of different types
- **Editing text; Formatting text; Laying out; and Checking text** to make documents look professional
- **Improving efficiency** – shortcuts.

- How to **produce information** that is clear and appropriate
  - Professional looking **word processing documents**.
- 

### City & Guilds contributing unit

e-Equals Level 2

022 Word processing – Full content and assessment coverage

# 208 Word processing software 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Handling files

File handling techniques appropriate for the software use

- a using appropriate techniques to handle, organise and save files.

#### 2 Combining information

Ways of combining information of various types

- a linking information within the same type of software
- b adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.

#### 3 Editing text

Editing text in simple, professional looking and complex documents

- a using a wide range of editing techniques appropriately, for
  - i size and sort
  - ii inserting special characters and symbols
  - iii mail merge

#### 4 Formatting text

Formatting text using appropriate techniques for characters, lines, paragraphs, pages, sections, columns and styles

- a formatting word processing documents to make them look professional, using a wide range of tools and techniques, for
  - i tabs
  - ii columns eg adding columns to whole document and part of a page
  - iii styles eg apply an existing style to a word, line or paragraph
  - iv pages eg headers and footers, inserting page breaks
  - v files eg change format of word processing documents to RTF or HTML
- b formatting information in line with an organisational house style

#### 5 Laying out

Laying out documents to communicate effectively, such as using tables, templates and structure

- a using appropriate tools and techniques for creating, editing and formatting professional looking tables, such as insert tables, create, add and delete columns, modify column width and row height, add borders and shading
- b selecting, changing and using appropriate templates

## **6 Checking text**

Checking text to make sure that it is accurate, consistent and well laid out

- a using proof reading techniques to check that text looks professional
- b checking line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.

## **7 Improving efficiency**

Ways of improving efficiency

- a setting up shortcuts.

## **Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

### **1 Produce information**

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed

### **2 Word processing documents**

How to produce simple, professional looking and complex word processing documents

- a how to produce professional looking word processing documents for a wide variety of uses. Professional looking documents are well structured and appropriately styled so that they communicate effectively.

**This page is intentionally blank**

This is the ability to use a software application designed to record data in rows and columns, and perform calculations with numerical data (eg Microsoft Excel, Sun Office Star, Lotus 1-2-3, Apple Works or similar packages). A spreadsheet can be used for different tasks, such as budgeting, producing tables, calculating household bills or producing graphs.

In addition to level 1, **a Level 2 job role is likely to involve:**

- using more complex formulas and functions (eg mathematical, statistical and financial) and tools (eg monthly expenditure and sales figures, cash flow forecasts and graphs of results).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use spreadsheet software effectively to produce more complex spreadsheets.

- **Handling files** appropriately
- **Combining information** of different types
- **Entering and editing spreadsheet data; Formatting spreadsheets; and Checking spreadsheets** using a range of tools
- Using **functions and formulas** in more complex types of spreadsheet
- **Analysing and interpreting;** and **Presenting** more complex data
- **Improving efficiency** - shortcuts.

- How to **produce information** that is clear and appropriate
  - More complex **spreadsheets**
  - How to **analyse and interpret** more complex data.
- 

### City & Guilds contributing unit

e-Equals Level 2

023 Spreadsheets – Full content and assessment coverage

## Unit evidence requirements

**Skills and techniques:**

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

**1 Handling files**

File handling techniques appropriate for the software in use

- a using appropriate techniques to handle, organise and save files.

**2 Combining information**

Ways of combining information of various types

- a linking information within the same type of software
- b adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.

**3 Entering and editing spreadsheet data**

Techniques for entering data and editing spreadsheets

- a inserting data into multiple cells at one
- b using a wide range of editing techniques appropriately in more complex spreadsheets, such as
  - i use absolute and relative cell references
  - ii add data and text to a chart, change the type of chart

**4 Formatting spreadsheets**

Formatting spreadsheets using appropriate techniques for cells, rows, columns, pages and charts

- a formatting more complex spreadsheets using a range of appropriate tools and techniques such as for
  - i cells eg colour, shading and borders
  - ii charts eg change chart type, move and resize chart
  - iii pages eg headers and footers, adjust page set up for printing.

**5 Checking spreadsheets**

Checking information in spreadsheet documents

- a checking that page breaks fall in appropriate places and that the formatting is appropriate
- b checking the accuracy of results and sort out errors in formulas.

**6 Functions and formulas**

Selecting and using appropriate functions and formulas in spreadsheets

- a using appropriate functions and formulas in more complex spreadsheets, such as mathematical, statistical, financial and relational.

**7 Analysing and interpreting (spreadsheets)**

Analysing and interpreting simple, more complex and complex data

- a using appropriate tools and techniques for analysing more complex data, such as filter.

**8 Presenting (spreadsheets)**

Presenting simple, more complex and complex data in spreadsheets

- a using appropriate methods to present more complex data, such as the range of graphs and charts provided by the software.

**9 Improving efficiency**

Ways of improving efficiency

- a setting up shortcuts.

**Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

**1 Produce information**

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed.

**2 Spreadsheets**

How to produce simple, more complex and technically complex spreadsheets

- a how to produce more complex spreadsheets for a wide variety of uses. More complex spreadsheet documents will have structure that is familiar or often used.

**3 Analyse and interpret**

How to analyse and interpret simple, and complex data

- a what methods are suitable for more complex.

**This page is intentionally blank**

This is the ability to use a software application (eg Microsoft Access, Sun Star Office, Apple Works, Filemaker Pro, similar packages or one built for an organisation) designed to organise and collate related information (eg storing addresses and phone numbers).

In addition to level 1, a **Level 2 job role is likely to involve:**

- modifying simple (eg single table, non-relational) databases, creating queries using multiple selection criteria and reports (eg about sales activities, order details or project management).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Enter and retrieve a range of information and create and modify database fields.

- **Entering data** into an existing database
- Creating fields in a simple database
- **Modifying databases** by changing field characteristics
- **Formatting** – data and reports
- Planning and producing **database reports** – based on multiple criteria **database queries**
- **Checking data** in databases
- **Improving efficiency** – shortcuts.

- What the basic principles of **database design** are
  - What **field characteristics** there may be in a simple database
  - How to maintain **data integrity** and why it is important.
- 

### City & Guilds contributing unit

e-Equals Level 2

024 Databases – Full content and assessment coverage

# 210 Database software 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Entering data

Techniques for entering data into databases

- a creating fields for entering data with the required field characteristics, such as name, type, size and format.

#### 2 Modifying databases

Modifying databases to meet user requirements

- a modifying field characteristics within a simple (eg single-table, non-relational) database while maintaining the integrity of existing data, such as name, type and size.

#### 3 Formatting data

Techniques for formatting fields and database structures

- a using appropriate tools and techniques to format data that is text and numbers
- b formatting reports from simple (eg single-table, non-relational) databases using appropriate tools and techniques for page layout, such as page size, page orientation, page numbering, headers and footers and margins.

#### 4 Checking data

Checking data in databases

- a using automated facilities for checking data and reports, such as spell checking and sorting data
- b checking reports are formatted and laid out appropriately.

#### 5 Database queries

Types of queries and ways to carry them out

- a creating and using multiple criteria queries to extract data.

#### 6 Database reports

Ways to produce reports from databases

- a planning and producing reports from simple (eg single-table, non-relational) databases.

#### 7 Improving efficiency

Ways of improving efficiency

- a setting up shortcuts.

## **Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

### **1 Database design**

The principle of database design, including purpose, use and structure

- a what types of database design content are stored within the database, such as field types, field names and table names
- b how data is structured in a simple (eg single-table, non-relational) database.

### **2 Field characteristics**

The characteristics fields may have and how they enable data to be queried and reported

- a what characteristics in a database fields may have, such as data type, field name, field size, field size and field format
- b how field characteristics can contribute to data validation.

### **3 Data integrity**

The issues in relation to handling data in a database

- a why it is important to maintain data integrity
- b what methods should be used to maintain data integrity in a simple (eg single-table, non-relational) database.

**This page is intentionally blank**

This is the ability to use an application designed for planning, building and maintaining simple websites.

In addition to level 1, **a Level 2 job role is likely to involve:**

- producing multiple page websites (eg more detailed information about an organisation and what they do or the products or services offered by a company).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use software effectively to produce multiple page websites that communicate clearly and accurately.

- **Handling files** appropriately
- **Combining information** of different types
- **Planning and producing** multiple page websites
- **Editing, formatting and laying out content** for multiple page websites
- **Checking text** and **Checking images** for multiple page websites
- **Uploading** and maintaining content.

- How to **produce information** that is clear and appropriate
  - Multiple page **websites**
  - Review **website features** for the user
  - What and how **laws and guidelines** affect the use of IT
  - **User issues** for websites..
- 

### City & Guilds contributing unit

e-Equals Level 2

208 Website Design – Full content and assessment coverage

# 211 Website software 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Handling files

File handling techniques appropriate for the software in use

- a using appropriate techniques to handle, organise and save files.

#### 2 Combining information

Ways of combining information of various types

- a linking information within the same type of software
- b adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.

#### 3 Planning and producing (websites)

Planning and producing simple, multiple-page websites and interactive websites

- a choosing what content and features will be included
- b planning the layout of the content and how any features will be used
- c using appropriate web tools and techniques to create a multiple page website, such as
  - i creating links to bookmark text within a page
  - ii linking web pages together within a website and adding a hyperlink to someone else's website
  - iii altering simple code using programming language.

#### 4 Editing, formatting and laying out content

Techniques will vary according to the software being used

- a using a wide range of editing and formatting tools and techniques to produce content for multiple page websites, such as
  - i for characters, lines, paragraphs and pages
  - ii insert and change text
  - iii resize, align, rotate, flip and arrange images
  - iv using tables and frames to lay out a web page
- b formatting more complex content using a wide range of appropriate tools and techniques, such as
  - i character, line spacing, paragraphs and pages
  - ii colour, fonts, size, background and pictures.

#### 5 Checking text

Checking text to make sure that it is accurate, consistent and well laid out

- a using proof reading techniques to check that text looks professional
- b checking line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.

## **6 Checking images**

Checking images to make sure that they are effective and fit for purpose

- a checking colour mode and filters are used appropriately
- b checking image resolution is suitable for where and how it will be used.

## **7 Uploading**

Uploading and maintaining content to web pages

- a using a file exchange programme to upload and publish a website, such as FTP or HTTP.

## **Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

### **1 Produce information**

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed

### **2 Websites**

Different types of websites

- a multiple page websites that set out information on different pages, such as about contact details, employees, interests, services or products.

### **3 Website features**

What website features there are and the benefits and drawbacks for the user and website owner

- a how web pages and multiple page websites are structured, such as using frames, hyperlinks and pop-ups
- b what different design elements are used, such as using colour for the page background, the text, hyperlinks and visited hyperlinks
- c what multimedia features are used, such as sound, animation or live video
- d what interactive features are used, such as message boards, forms, e-mail links and registration log-ins
- e the benefits and drawbacks of different features for the user.

### **4 Laws and guidelines**

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

### **5 User issues**

What issues affect people using websites

- a what difficulties users with different needs may have in accessing websites
- b why download speed varies, such as by the type of browser and connection and by the memory size of the contents of the web page.

**This page is intentionally blank**

This is the ability to use a software application designed to create, modify and layout artwork or images for display in print or on a screen (eg painting, drawing, photo manipulation and desk top publishing (DTP)).

In addition to level 1, **a Level 2 job role is likely to involve:**

- creating more complex artwork and images (eg workflow process maps, sketches, edited photos or logos).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use software effectively to produce more complex artwork and images that communicate clearly.

- **Handling files** appropriately
- **Creating drawings, artwork and images** that are more complex
- **Inserting, manipulating and editing** more complex artwork and images
- **Combining information** of different types
- **Checking text** and **Checking images**.

- How to **produce information** that is clear and appropriate
  - More complex **artwork and images**
  - What **file formats** are appropriate for different tasks
  - What and how **laws and guidelines** affect the use of IT.
- 

### City & Guilds contributing unit

e-Quals Level 2

028 Desktop Publishing – Full content and assessment coverage

# 212 Artwork and imaging software 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Handling files

File handling techniques appropriate for the software in use

- a using appropriate techniques to handle, organise and save files.

#### 2 Creating drawings, artwork and images

Creating drawings, artwork and images that are simple, more complex and technically complex

- a choosing and using the most suitable software tools and techniques for creating artwork and images and drawing more complicated shapes, such as painting, drawing, DTP or image manipulation software
- b taking account of the following when creating artwork and images
  - i page or canvas size
  - ii colour mode
  - iii file size and format

#### 3 Inserting, manipulating and editing artwork and images

Inserting, manipulating and editing artwork and images

- a using common tools and techniques appropriately, such as
  - i group and ungroup
  - ii filters to create special effects
  - iii editing existing templates (eg for letterhead, mailshot or poster).

#### 4 Checking images

Checking images to make sure that they are effective and fit for purpose

- a checking colour mode and filters are used appropriately
- b checking image resolution is suitable for where and how it will be used.

#### 5 Checking text

Checking text to make sure that it is accurate, consistent and well laid out

- a using proof reading techniques to check that text looks professional
- b checking line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.

## **Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

### **1 Produce information**

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed.

### **2 Artwork and images**

Different types of artwork and images

- a how to produce more complex artwork and images for a wide variety of uses. More complex artwork and images involve more understanding and skills to produce, such as in using layout grids in DTP software or filters and effects in image manipulation software.

### **3 File formats**

The format of files for artwork and images

- a what file formats are suitable for websites (eg bmp, jpeg and gif)
- b what file formats are suitable for print publishing that are application specific and more common (eg psd, eps, rtf or html).

### **4 Laws and guidelines**

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

**This page is intentionally blank**

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

In addition to level 1, a **Level 2 job role is likely to involve:**

- producing more complex presentations (eg slideshows with animation).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use presentation software effectively to produce more complex presentations that communicate clearly and accurately.

- **Handling files** appropriately
- **Editing presentations; Checking presentations; and Formatting slides** that are more complex
- **Presenting slides** so that others can use them
- **Producing presentations.**

- How to **produce information** that is clear and appropriate
  - More complex **presentations**
  - How to add **images, objects and sound.**
- 

### City & Guilds contributing unit

e-Quals Level 2

026 Presentation Graphics – Full content and assessment coverage

# 213 Presentation software 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Handling files

File handling techniques appropriate for the software in use

- a using appropriate techniques to handle, organise and save files.

#### 2 Combining information

Ways of combining information of various types

- a linking information within the same type of software
- b adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.

#### 3 Editing presentations

Editing presentations using basic and more complex techniques

- a using a wide range of editing techniques appropriately for more complex presentations, such as
  - i inserting objects and other resources
  - ii resizing images
  - iii changing the position or orientation of other objects.

#### 4 Checking presentations

Checking content to make sure that it is accurate, appropriate and well structured

- a using proof reading techniques to check that text and images look professional
- b checking text formatting techniques are used appropriately
- c checking images and other objects are positioned and edited appropriately.

#### 5 Formatting slides

Formatting simple and more complex slides and presentations

- a formatting complex presentations using appropriate tools and techniques, such as changing colour schemes for slides or using an organisational house style.

#### 6 Producing presentations

Producing more complex and interactive presentations

- a choosing an appropriate method and presentation style to suit audience needs
- b choosing, using and adjusting templates for presentations.

#### 7 Presenting slides

Presenting slides in different ways

- a saving a presentation as a slide show
- b printing speaker notes.

## **Knowledge and understanding**

For this unit you must demonstrate the following knowledge and understanding

### **1 Produce information**

How to produce information that communicates effectively and accurately, taking into account time, content, meaning and organisation of the information and the needs of the audience

- a how to produce information that communicates clearly and accurately with the audience, where and when it is needed.

### **2 Presentations**

Different types of presentations

- a how to produce more complex presentations for a wide variety of uses. More complex presentations consist of electronic slides that include animation. They are well structured and appropriately styled so that they communicate effectively.

### **3 Images, objects and sound**

How to include images, objects and sound

- a how to include still images (eg downloading photos from a digital camera) and other objects produced using different software.

**This page is intentionally blank**

This is the ability to select and use a suitable specialist or bespoke software application to carry out an appropriate task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Examples of specialist software include:

- accounts applications
- logistics planning applications
- computer aided design (CAD) applications
- computer animation applications
- digital video editing applications
- music composition and editing applications
- project management applications.

Some organisations have software applications developed specifically for employees to be able to carry out particular tasks or activities (bespoke applications). For example, for customer relationship management, stock control, plant control, engineering diagnostics, credit management or analysing sales performance.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use specialist or bespoke software effectively for more complex tasks.

- **Handling files** appropriately
- **Combining information** of different types
- **Entering, editing and processing information** for more complex tasks
- **Checking information** for more complex tasks.

- What the **purposes** for using IT are and the capabilities of the software
  - What most **tools and functions** can be used for and how to use them for more complex tasks.
- 

### City & Guilds contributing unit

e-Equals Level 2

027 Computerised Accounts – Full content and assessment coverage

## 214 Specialist or bespoke software 2

### Unit evidence requirements

#### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Handling files

File handling techniques appropriate for the software in use

- a using appropriate techniques to handle, organise and save files.

#### 2 Combining information

Ways of combining information of various types

- a linking information within the same type of software
- b adding information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.

#### 3 Entering, editing and processing information

Tools and techniques for entering, editing and processing information will vary according to the software being used and whether the information is text, numbers or images

- a carrying out more complex tasks using appropriate tools and techniques for entering, editing and processing information .

#### 4 Checking information

Checking techniques will vary according to the type of in to be communicated

- a using appropriate techniques to check more complex.

#### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Purposes

That the purposes for using IT are and how to judge whether the software chosen was appropriate

- a why and how the software was an appropriate way of carrying out the task.

#### 2 Tools and functions

What the tools and functions of software can do

- a what most tools and functions of the software applications can be used for
- b how to select and use appropriate tools and functions for more complex tasks.

215

## Evaluate the impact of IT 2

15 UVs

This is the ability to evaluate the impact of using IT in a variety of situations, such as home, work, school or other environment.

In addition to level 1, **a Level 2 job role is likely to involve:**

- analysing other people's use of IT (eg working out what help to get for someone in using IT).

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Analyse information and draw fair conclusions about the benefits and drawbacks of using IT.

- **Analysing and evaluating** the impact of IT user
- Planning and **learning** IT skills.

- How IT changes what **individuals and organisations** do
  - How to **improve access** to using IT
  - How to identify **health and safety issues** of using IT
  - What common **security risks** there may be
  - Benefits and drawbacks to **improving learning**.
- 

### City & Guilds contributing unit

e-Quals Level 2

021 IT Principles – Full content and assessment coverage

# 215 Evaluate the impact of IT 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least 2 comprehensive tasks to demonstrate your competence in:

#### 1 Analysing and evaluating

Analysing and evaluating the benefits and drawbacks of using IT in different settings

- a gathering information to help make judgements
- b analysing information about how IT is used
- c evaluating the benefits and drawbacks of using IT
- d commenting on the impact of IT use.

#### 2 Learning

Learning IT skills with help and advice from others

- a identifying own learning needs in using IT, with help from other people
- b finding sources of information about opportunities for learning IT skills
- c using appropriate sources of information to find out about developments in using IT
- d getting advice about the most suitable ways of learning.

### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Individuals and organisations

How IT use affects individuals and organisations such as the Internet, intranets and ATMs

- a how what people do is changing because of using IT
- b what benefits there may be in gathering and organising business information using IT, such as storing and maintaining customer details or keeping sales records
- c how using on line services, such as banking, mailing lists and shopping is changing people's access to information
- d where and how to find information about changes and developments to IT hardware and software.

#### 2 Improve access

How to improve people's access to finding information and using IT

- a difficulties that some people have in using IT, such as needing special equipment because of a disability
- b difficulties that some people may have in accessing documents that have been produced using IT, such as needing larger sized print or screen reading software
- c where to get advice about software or equipment that can help people use IT, such as voice recognition or screen reading software or disability aids.

**3 Health and safety issues**

The health and safety issues involved in using IT

- a ways to keep risks to people to a minimum
- b ways to keep risks to hardware to a minimum.

**4 Security risks**

Ways to keep security risks to a minimum

- a risks of downloading software from the Internet.

**5 Improving learning**

How IT can improve learning

- a what are the benefits and drawbacks of web-based learning or e-learning compared with other methods of learning/

**This page is intentionally blank**

This is the ability to set up and use hardware day-to-day, protect hardware, software and the data within an IT system.

In addition to level 1, a **Level 2 job role is likely to involve:**

- setting up and using different types of hardware (eg an external disc drive, a digital camera, web cam or scanner)
- accessing data from different storage media networks (eg a floppy disc, CD-ROM, DVD, local area network (LAN) or wide area network (WAN) and
- knowing how to avoid common security risks and restrict access to software and data.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Set up and use hardware safely and protect software and data appropriately.

- **Setting up** different types of hardware safely
- **Accessing** data from networks
- **Protecting** software and data in different ways.

- What most **types of computer hardware** are and how to use them
  - **Errors** on most types of hardware and software with data
  - How to identify **health and safety issues** of using IT
  - What common **security risks** there may be
  - What **advice** is available and how to get it.
- 

### City & Guilds contributing unit

e-Equals Level 2

021 IT Principles – Full content and assessment coverage

# 217 Use IT systems 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Setting up

Setting up computer hardware and storage media

- a connecting up a computer and other hardware and storage media safely
- b linking a computer to other hardware safely.

#### 2 Accessing

Accessing files, networks and network software

- a accessing files on a local area network (LAN) or a wide area network (WAN).

#### 3 Protecting

Protecting hardware, software and data

- a setting password levels on software and data
- b making backups of operating system data
- c downloading software patches to fix any security flaws
- d taking appropriate action to keep risks to a minimum, when downloading software
- e taking action to avoid risks from receiving and opening attachments from e-mails..

### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding

#### 1 Types of computer hardware

What different types of computer hardware are and how to use them

- a what most types of computer hardware are
- b what storage media are available, such as hard disc, floppy discs or CD ROMS
- c how to use most types of hardware and storage media.

#### 2 Errors

The causes of errors and problems and how to sort them out

- a what errors and problems can be corrected from experience, to do with
  - i most hardware and storage media
  - ii most software
  - iii combinations of hardware and software
  - iv data
  - v viruses.

**3 Health and safety issues**

The health and safety issues involved in using IT

- a ways to keep risks to people to a minimum
- b ways to keep risks to hardware to a minimum.

**4 Security risks**

Ways to keep security risks to a minimum

- a risks of downloading software from the Internet.

**5 Advice**

When and where to seek advice on technical errors and problems

- a where and how to find advice on common errors with most hardware and software.

**This page is intentionally blank**

This is the ability to send and receive messages and access and retrieve information using browser software from the Internet, intranets and the world wide web.

In addition to level 1, a **Level 2 job role is likely to involve:**

- more advanced e-mail facilities, such as
  - setting up groups of e-mail addresses
  - adding a signature
  - compressing and de-compressing file attachments
  - choosing and using suitable search engines effectively.

The competent person can:

This will involve effective use of the following Skills and Techniques:

This will involve applying Knowledge and Understanding of:

---

### Level 2

Use more advanced e-mail software facilities to access and retrieve relevant information using browser software.

- **Sending and receiving** e-mails using more advanced facilities.
- **Searching** for relevant information efficiently.

- More advanced **e-mail facilities**
  - Common **problems with exchanging information** and how to sort them out
  - What and how **laws and guidelines** affect using IT.
- 

### City & Guilds contributing unit

e-Quals Level 2

025 Using the Internet - Full content and assessment coverage

# 218 Use IT to exchange information 2

## Unit evidence requirements

### Skills and techniques:

For this unit, you must demonstrate the following skills and techniques. This will involve you carrying out at least **2 comprehensive tasks** to demonstrate your competence in:

#### 1 Sending and receiving

Sending and receiving e-mails using the facilities provided by software

- a using more advanced facilities, such as add a signature or set the priority of the messages
- b sending messages to groups of people using groups set up in an address book
- c sending and receiving instant messages with and without attachments
- d compressing messages on sending and un-compressing messages that have been received
- e archiving e-mails, where necessary, such as by using folders and subfolders.

#### 2 Searching

Searching for information on the internet or an intranet

- a choosing a search engine that is appropriate for the information that is needed
- b carrying our searches efficiently, such as by using meta search engines, wild cards, AND or NOT (Boolean notation).

### Knowledge and understanding

For this unit you must demonstrate the following knowledge and understanding:

#### 1 E-mail facilities

Different facilities that are provided by e-mail software, such as tools, archive folders, address books and settings

- a how to send e-mails to groups using a group list within an address book
- b how to archive and compress e-mails
- c what other resources may be provided by e-mail software and how to use them.

#### 2 Problems with exchanging information

What problems can happen and how to keep risks to a minimum

- a what to do about e-mails intended to cause problems, such as SPAM or chain-mails
- b how to keep the difficulties of sending and receiving large e-mails to a minimum
- c what limits there may be to the number or size of e-mails that can be received and stored
- d how to avoid viruses.

#### 3 Laws and guidelines

What laws and guidelines affect people's use of IT

- a what and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

**This page is intentionally blank**

---

**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)20 7294 2800**  
**F +44 (0)20 7294 2400**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity**  
**established to promote education**  
**and training**