

Year 11 Topics European Computer Divers Licence (ECDL)

BCS Level 1 Award in IT User Skills (ECDL Essentials) (IT User)

Guided Learning Hours (GLH): 61

Total Qualification Time (TQT): 92

Mandatory Units	Unit code	Level	Credit value
IT User Fundamentals	J/502/4206	1	3
Using Email and the Internet	J/502/4299 T/502/4296	1	5
IT Security for Users	R/502/4256	1	1
Total Credits			9

BCS Level 2 Certificate in IT User Skills (ECDL Core) (ITQ) (601/8240/4)

Guided Learning Hours (GLH): 103

Total Qualification Time (TQT): 141

Mandatory Units	Unit code	Level	Credit value
IT Security for Users	Y/507/9680	1	1
IT User Fundamentals	D/507/9681	1	3
Using email	H/507/9682	1	2
Using internet	K/507/9683	1	3
Word Processing	F/507/9687	2	4
Spreadsheet Software	A/507/9686	2	4
Presentation Software	T/507/9685	2	4
Database Software	M/507/9684	2	4
Total Credits			25

IT User Fundamentals (J/502/4206) AUTUMN 1 and AUTUMN 2

Level 1			
Learning outcomes The learner will....	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required	
Use IT Systems to meet needs	Use correct procedures to start and shutdown an IT System	<p>A foundation user can use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT. Any aspect that is unfamiliar will require support and advice from others.</p> <p>An activity will typically be straightforward or routine' because:</p> <ul style="list-style-type: none"> • the tasks or context will be familiar; and • the techniques required will also be commonly undertaken. <p>Examples of context: Using a personal computer or laptop; organising and backing up own data files</p>	
	Use interface features effectively to interact with IT Systems		
	Adjust system settings to meet individual needs		
	Use a communication service to access the internet		
	Use appropriate terminology when describing IT Systems		
Organise, store and retrieve information efficiently	Work with files and folders so that it is easy to find and retrieve information		
	Identify what storage media to use		
	Organise and store information, using general and local conventions where appropriate		
Follow and understand the need for safety and security practises	Work safely and take steps to minimise physical stress		
	Recognise the danger of computer viruses, and how to minimise risk		
	Keep information secure		
	Outline why it is so important to stay safe and to respect others when using ICT-based communications		
	Follow relevant guidelines and procedures for the safe and secure use of IT		
Carry our routine maintenance of IT systems	Identify why routine maintenance of hardware is important and when to carry it out		

and respond to routine IT system problems	Identify where to get expert advice	
	Carry out regular routine maintenance of IT systems safely	
	Take appropriate action to handle routine IT problem	

Using eMail (J/502/4299) AUTUMN 1 AND SPRING 1

Level 1	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Use eMail software tools and techniques to compose and send messages	Use software tools to compose and format eMail messages Attach files to eMail messages Send eMail messages Identify how to stay safe and respect others when using eMail Use an address book to store and retrieve contact information	A foundation user can understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others. Internet tools and techniques will be defined as 'basic' because: <ul style="list-style-type: none"> the software tools and functions will be pre-determined or commonly used; and the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.
Manage incoming eMail effectively	Follow guidelines and procedures for using eMail Identify when and how to respond to eMail messages Read and respond to eMail messages appropriately Identify what messages to delete and when to do so Organise and store eMail messages Respond appropriately to common eMail problems	An activity will typically be straightforward or routine' because: <ul style="list-style-type: none"> the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and the input and output of information will be predetermined by the person supervising the task

Using the Internet (T/502/4296) SPRING 1 AND SPRING 2

Level 1		
Learning outcomes The learner will...	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Connect to the Internet	Identify different types of connection methods that can be used to access the Internet	<p>A foundation user can understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Internet tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> the software tools and functions will be pre-determined or commonly used; and the range of techniques used for searching and exchanging information will be familiar or commonly undertaken. <p>An activity will typically be 'straightforward or routine' because:</p> <ul style="list-style-type: none"> the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and the input and output of information will be predetermined by the person supervising the task. <p>Examples of context: Using the internet to research a journey or holiday; using eLearning content via a company intranet or virtual learning environment</p>
	Access the Internet or Intranet	
Use browser software to navigate web pages	Use browser tools to navigate webpages	
	Identify when to change browser settings to aid navigation	
	Adjust browser settings to meet needs	
	Use browser help facilities	
Use browser tools to search for information from the Internet	Select and use appropriate search techniques to locate information	
	Outline how information meets requirements	
	Use references to make it easier to find information another time	
	Download and save different types of information from the Internet	
Use browser software to communicate information online	Select and use tools and techniques to communicate information online	
	Use browser tools to share information sources with others	
	Submit information online using forms or interactive sites	
	Identify opportunities to post or publish material to websites	
Follow and understand the need for safety and security practices when working online	Identify the threats to user safety when working online	
	Outline how to minimise internet security risks	

	Work responsibly and take appropriate safety and security precautions when working online	
	Keep personal information secure	
	Follow relevant laws, guidelines and procedures for the use of the Internet	

IT Security for Users (R/502/4256) SPRING 2 AND SUMMER 1

Level 1		
Learning outcomes The learner will....	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Use appropriate methods to minimise security risks to IT systems and data	Identify security issues that may threaten system performance	<p>A foundation user can identify day-to-day security risks and the laws and guidelines that affect the use of IT; and use simple methods to protect software and personal data (e.g. risks from people getting access to it who are not authorised, from viruses or from hardware not working properly).</p> <p>Examples of context: Regular change of password using a range of alphanumeric characters and symbols.</p> <p>Understanding the importance of applying organisational procedures for maintaining security consistently</p>
	Take appropriate security precautions to protect IT systems and data	
	Identify threats to information security associated with the widespread use of technology	
	Take appropriate precautions to keep information secure	
	Follow relevant guidelines and procedures for the secure use of IT	
	Describe why it is important to backup data securely	
	Ensure personal data is backed up to appropriate media	

Word Processing Software (R/502/4628) SUMMER 1

Level 2		
Learning outcomes The learner will...	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Enter and combine text and other information accurately within word processing documents	Identify what types of information are needed in documents	<p>An intermediate user can select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.</p> <p>Word processing tools and techniques will be described as ‘intermediate’ because</p> <ul style="list-style-type: none"> • the software tools and functions will be at time non-routine or unfamiliar • the choice of techniques will need to take account of a number of factors or elements; and • the user will take some responsibility for the inputting, manipulating and outputting of the information. <p>Examples of context: Typical documents may include business letters and invoices with automated content (e.g. AutoText, mail merge), more complex reports and content for web pages.</p>
	Use appropriate techniques to enter text and other information accurately and efficiently	
	Select and use appropriate templates for different purposes	
	Identify when and how to combine and merge information from other software or other documents	
	Select and use a range of editing tools to amend document content	
	Combine or merge information within a document from a range of sources	
	Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	
Create and modify layout and structures for word process documents	Identify the document requirements for structure and style	
	Identify what templates and styles are available and when to use them	
	Create and modify columns, tables and forms to organise information	
	Select and apply styles to text	
Use word processing software tools to format and present documents effectively to meet requirements	Identify how the document should be formatted to aid meaning	

	Select and use appropriate techniques to format characters and paragraphs	
	Select and use appropriate page and section layouts to present and print documents	
	Describe any quality problems with documents	
	Check documents meet needs, using IT tools and making corrections as necessary	
	Respond appropriately to quality problems with documents so that outcomes meet needs	

Spreadsheet Software F/502/4625 SUMMER 2

Level 2		
Learning outcomes The learner will...	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Use a spreadsheet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed in the spreadsheet and how it should be structured	<p>An intermediate user can select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.</p> <p>Spreadsheet software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and
	Enter and edit numerical and other data accurately	
	Combine and link data across worksheets	
	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	
Select and use appropriate formulas and data analysis tools to meet requirements	Identify which tools and techniques to use to analyse and manipulate data to meet requirements	

	Select and use a range of appropriate functions and formulas to meet calculation requirements	<ul style="list-style-type: none"> the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet. <p>Examples of context: Typical examples may include monthly expenditure and sales figures, budgets, cash flow forecasts and graphs of results.</p>
	Use a range of tools and techniques to analyse and manipulate data to meet requirements	
Select and use tools and techniques to present and format spreadsheet information	Plan how to present and format spreadsheet information effectively to meet needs	
	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets	
	Select and format appropriate chart or graph type to display selected information	
	Select and use appropriate page layout to present and print spreadsheet information	
	Check information meets needs, using spreadsheet tools and making corrections as necessary	
	Describe how to find errors in spreadsheet formulas	
	Respond appropriately to any problems with spreadsheets	

Presentation Software (M/502/4622) SUMMER 2

Level 2		
Learning outcomes The learner will....	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
	Identify what types of information are required for the presentation	An intermediate user can select and use a wide range of intermediate presentation software tools and techniques effectively to produce

Input and combine text and other information within presentation slides	Enter text and other information using layouts appropriate to type of information	<p>presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.</p> <p>Presentation tools and techniques will be described as ‘intermediate’ because:</p> <ul style="list-style-type: none"> • the software tools and functions used will be at times non-routine or unfamiliar; • the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and • the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar. <p>Examples of context: A slide show with animations, transitions, video, sound or linked to an external or web-based data source</p>
	Insert charts and tables into presentation slides	
	Insert images, video or sound to enhance the presentation	
	Identify any constraints which may affect the presentation	
	Organise and combine information of different forms or from different sources for presentations	
	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	
Use presentation software tools to structure, edit and format slide sequences	Identify what slide structure and themes to use	
	Select, change and use appropriate templates for slides	
	Select and use appropriate techniques to format slides and presentations	
	Identify what presentation effects to use to enhance the presentation	
	Select and use appropriate techniques to edit slides and presentations to meet needs	
	Select and use animation and transition effects appropriately to enhance slide sequences	
Prepare slideshow for presentation	Describe how to present slides to meet needs and communicate effectively	

	Prepare slideshow for presentation	
	Check presentation meets needs, using IT tools and making corrections as necessary	
	Identify and respond to any quality problems with presentations to ensure that presentations meet needs	

Database Software (M/502/4555) SUMMER 2

Level 2		
Learning outcomes The learner will....	Assessment Criteria The learner can...	Knowledge, Skills and Understanding Required
Create and modify non relational database tables	Identify the components of a database design	<p>Database design: What types of information are stored, use of data entry form, routine queries, how data is structured in a single table non-relational database; use of indexes and key field to organise data.</p> <p>Data integrity: Unique not null primary key; field characteristics; data validation; consistency, completeness, accuracy; Effect of malicious or accidental alteration;</p> <p>Modify database table: Add/amend/delete field; field characteristics.</p> <p>Field characteristics: Data type, field name, field size, format, validation; primary key.</p> <p>Problems with database tables: Redundant data, duplication, table structure, field characteristics and validation; sources of help.</p>
	Describe the field characteristics for the data required	
	Create and modify database tables using a range of field types	
	Describe ways to maintain data integrity	
	Respond appropriately to problems with database tables	
Enter, edit and organise structured information in a database	Use database tools and techniques to ensure data integrity is maintained	<p>Enter, edit and organise data: Select and update fields, create new records, locate and amend records; using wildcards, search operators; error checking; data validation.</p>
	Create forms to enter, edit and organise data in a database	
	Select and use appropriate tools and techniques to format data entry forms	

	Respond appropriately to data entry errors	Format data entry forms: Field characteristics and layout, tables, colour, lookups.
	Check data entry meets needs, using IT tools and making corrections as necessary	<p>Check data entry: Spell check, format, accuracy, consistency, completeness, validity, security.</p> <p>Data entry errors: Due to field size, data type, validation checks; using help; deal with data that does not fit parameters, alerts, reminders; problems with forms.</p>
Use database software tools to run queries and produce reports	Create and run database queries using multiple criteria to display or amend selected data	Database queries: Alphanumeric sort, filter, single criteria, multiple criteria; save queries and output
	Plan and produce database reports from a single table non-relational database	Database reports: Using menus, wizards or shortcuts; selected fields; selected records
	Select and use appropriate tools and techniques to format database reports	Formatting database reports: Data fields; page and section layout; add text or images; adjust page setup for printing.
	Check reports meet needs, using IT tools and making corrections as necessary	Check reports: Completeness, accuracy, security, sorting, formatting, layout