BCS Level 2 Certificate in IT User Skills (ICDL Core) (ITQ)

Qualification Guide

The Chartered Institute for IT

ICDL The Digital Skills Standard

QAN: 601/8240/4
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The Chartered Institute for IT

Introduction

Technology is constantly transforming the way in which we live, how we work, and how we carry out our daily tasks. As digital and IT technologies continue to evolve and enable the digital transformation of businesses, there is an ever-increasing need for individuals equipped with the skills to support the development and implementation of IT solutions that deliver efficiencies, that enhance the productivity of individuals and teams, and which ensure successful operations can be carried out.

In conjunction with the ICDL Foundation, BCS, The Chartered Institute for IT, have designed this qualification to support individuals to develop their use of software commonly found in most work and educational settings to an intermediate level. This also includes developing their ability to practically apply the use of this software in order to improve the way in which they carry out tasks, and to find ways to improve overall productivity.

BCS, The Chartered Institute for IT

As the Chartered Institute for IT we are the digital specialists and the only awarding body focussed on computing and IT. Our commitment under our royal charter is to ensure everyone within society has access to the basic skills required to live and work in a digital age.

Qualification Suitability and Overview

The Level 2 Certificate in IT User Skills (ICDL Core) (ITQ) is suitable for individuals with a basic level of competence in using IT software to complete tasks at work, as part of their studies, or within their daily lives. The qualification covers the three level 1 units that enable individuals to use devices in safe manner. These include general device management, general security skills, and security skills specific to using emails and the internet. The level 2 software specific units include word processing, spreadsheet, database, and presentation software at an intermediate level.

This qualification is suitable for anyone;

- seeking to develop their IT skills to an intermediate level in order to enhance their productivity in their workplace
- wishing to undertake professional development as part of seeking a new job opportunity
- currently studying who wishes to develop their practical IT skills in preparation for the working environment, or who are looking to progress onto higher level qualifications

Successfully completing this qualification will equip individuals with the intermediate skills and knowledge required to improve their productivity through the use of suitable IT tools and processes.

Learner Progression

Candidates undertaking this qualification may aim to further develop their skills in order to move into a specific area of IT. This may include progression onto a Level 3 apprenticeship or Level 3 Higher Education Qualification.

LEVEL 2 CERTIFICATE IN IT USER SKILLS (ICDL CORE) (ITQ)	
QAN	601/8240/4
Entry Requirements	Basic level of competence in using IT software
Guided Learning Hours (GLH)	103
Total Qualification Time (TQT)	141
Assessment Method	Online Performance (skills) and Knowledge tests
Outcome	Pass/Fail

There are no formal entry requirements for this qualification. It is expected that an initial assessment has taken place with the approved centre to ensure that the candidate is capable of reaching the required standards.

The Level 2 Certificate in IT User Skills (ICDL Core) (ITQ) is composed of the following eight mandatory modules:

MANDATORY UNITS	UNIT CODE	LEVEL	CREDIT VALUE
IT Security for Users This module sets out essential concepts and skills relating to IT security risks, security guidelines and procedures, and keeping data safe.	**Y/507/9680**	**1**	**1**
IT User Fundamentals This module sets out essential concepts and skills relating to the use of devices, file creation and management, networks and data security.	**D/507/9681**	**1**	**3**
Using Email and the Internet This module sets out essential concepts and skills relating to web browsing, effective information search, online communication and email.	**H/507/9682** **K/507/9683**	**1** **1**	**2** **3**
Word Processing Software This module sets out advanced skills that can be used to produce complex documents, enhance outputs, and improve productivity, when using a word processing application.	**F/507/9687**	**2**	**4**
Spreadsheet Software This module sets out advanced skills that can be used to produce sophisticated reports, to perform complex mathematical and statistical calculations, and to improve productivity using a spreadsheet application.	**A/507/9686**	**2**	**4**
Presentation Software This module sets out advanced knowledge relating to planning and designing presentations, as well as the skills needed to produce advanced presentation outputs using a presentation application.	**T/507/9685**	**2**	**4**
Database Software This module sets out core skills to use a database application to better manage and organise information	**M/507/9684**	**2**	**4**
Total Credits			**25**

Note: Level 1 Using the Internet and Using email units are only offered as a combined unit with a credit value of 5.

In order to undertake this qualification, candidates will need to have access to the following Microsoft Office applications: Microsoft Word, Microsoft Excel, Microsoft PowerPoint. **Note:** supported versions include 2013, 2016, 2019 or 365.

Learning Outcomes

IT SECURITY FOR USERS

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

1.1 Identify security issues that may threaten system performance

1.2 Take appropriate security precautions to protect IT systems and data

1.3 Identify threats to information security associated with the widespread use of technology

1.4 Take appropriate precautions to keep information secure

1.5 Follow relevant guidelines and procedures for the secure use of IT

1.6 Describe why it is important to backup data securely

1.7 Ensure personal data is backed up to appropriate media

Threats to system performance: Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes

Security precautions: Use access controls: Physical controls, locks, passwords, access levels; Run anti-virus software, adjust firewall settings, adjust internet security settings; carry out security checks, report security threats or breaches; backup; store personal data and software safely; treat messages, files, software and attachments from unknown sources with caution

Threats to information security: From theft, unauthorised access, accidental file deletion, use of removable storage media; malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft; unsecured and public networks, default passwords and settings, wireless networks, Bluetooth, portable and USB devices

Access to information sources: Username and password/ PIN selection, how and when to change passwords; online identity/profile; Real name, pseudonym, avatar; what personal information to include, who can see the information; Respect confidentiality, avoid inappropriate disclosure of information

Security guidelines and procedures: Set by: employer or organisation; security, privacy

IT USER FUNDAMENTALS

1. Use IT systems to meet a variety of needs

1.1 Use correct procedures to start and shutdown an IT system

1.2 Select and use interface features effectively to interact with IT systems

1.3 Select and adjust system settings as appropriate to needs

1.4 Select and use a communication service to access the internet

1.5 Use appropriate terminology when describing IT systems

Start and shutdown procedures: Log in, enter password, log out, shut down menu, lock, unlock; non-routine start-up, restart, safe mode, power management, stand-by

IT system: Will vary according to the set up, for example: computer (PC, laptop), input device (eg keyboard, mouse or other pointing device), processor, output device (eg screen, printer), storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive)

Interface features: Desktop, windows, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise, wizards, shortcuts

System settings: Desktop, input and output settings; multiple monitors; accessibility settings, date and time; shortcuts, display settings

Communication service: Broadband, dial up, wireless, network connections, mobile device, ISP

2. Manage information storage and retrieval appropriately

2.1 Manage files and folders to enable efficient information retrieval

2.2 Identify when and why to use different types of storage media

2.3 Organise and store information, using general and local conventions where appropriate

File handling: Files: Create, name, open, save, save as, print and close files; move, copy, rename, delete files; display file lists, sort, search; properties, access control, size; file types

Folders: Create and name folders and subfolders, change default settings, file housekeeping

Storage media: Disk, CD, DVD, data/memory stick, media card, hard drive, network drive, mobile device

Organise and store: Insert, remove, name, label, archive, share, permissions

IT USER FUNDAMENTALS

3. Follow and understand the need for safety and security practices

3.1 Work safely and take steps to minimise physical stress

3.2 Describe the danger of computer viruses, and how to minimise risk

3.3 Keep information secure

3.4 Outline why it is important to stay safe and to respect others when using IT- based communication

3.5 Follow relevant guidelines and procedures for the safe and secure use of IT

Work safely: Health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment. Risks to self and others from using hardware; Organisational guidelines and points of contact; risk assessment; safe disposal of IT equipment and consumables

Physical stress: Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests; workspace; working conditions

Minimise risk: Virus-checking software, treat files, software and attachments from unknown sources with caution; anti-spam software, firewall, etc.

Information security: Copies, backup, password, PIN, avoid inappropriate disclosure of information

Staying safe: Protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Guidelines and procedures: Set by employer or organisation

Topic: Health and safety, security, copyright, netiquette, data protection, child protection, equal opportunity, accessibility

4. Carry out routine maintenance of IT systems and respond to routine IT system problems

4.1 Identify why routine maintenance of hardware is important and when to carry it out

4.2 Identify where to get expert advice

4.3 Carry out regular routine maintenance of IT systems safely

4.4 Take appropriate action to handle routine IT problems

Routine maintenance: Clean hardware, delete unwanted data; Manufacturer's guidelines; what maintenance can be done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files

Cleaning: For different components of an IT system; to maintain functionality; to maintain appearance; Printer: Replace printer consumables (paper, toner cartridge); print test page, align cartridge

Expert advice: Limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice, information needed by experts

IT problems: Program not responding, error dialogue, storage full, paper jam

USING EMAIL

1. Use email software tools and techniques to compose and send messages

1.1 Use software tools to compose and format email messages

1.2 Attach files to email messages

1.3 Send email messages

1.4 Identify how to stay safe and respect others when using email

1.5 Use an address book to store and retrieve contact information

Compose and format e-mail: Format text (font, size, colour), format paragraphs, spell check

Send e-mail: To, from, cc, subject; Reply, reply all, forward Receive e-mail: Open message, open attachment

Stay safe: Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Address book: Add, edit, delete contact entries; distribution list

2. Manage incoming email effectively

2.1 Follow guidelines and procedures for using email

2.2 Identify when and how to respond to e-mail messages

2.3 Read and respond to email messages appropriately

2.4 Identify what messages to delete and when to do so

2.5 Organise and store email messages

2.6 Respond appropriately to common email problems

Guidelines and procedures: Set by employer or organisation, security, copyright; netiquette; password protection

E-mail responses: Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

Organise and store e-mail: Folders, subfolders, delete unwanted messages, backup, address lists

USING THE INTERNET

1. Connect to the Internet

1.1 Identify different types of connection methods that can be used to access the Internet

1.2 Access the Internet or Intranet

Connection methods: LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband; Obtaining access: ISP, user name, password; hardware and software requirements

2. Use browser software to navigate web pages

2.1 Use browser tools to navigate webpages

2.2 Identify when to change browser settings to aid navigation

2.3 Adjust browser settings to meet needs

2.4 Use browser help facilities

Browser tools: Enter, back, forward, refresh, stop, history, new window, new tab. Toolbar, search bar, address bar; home, go to, follow link, URL

Browser settings: Homepage, autofill, security, pop-ups, appearance, privacy; search engine; toolbars, zoom

USING THE INTERNET

3. Use browser tools to search for information from the Internet

3.1 Select and use appropriate search techniques to locate information

3.2 Outline how information meets requirements

3.3 Use references to make it easier to find information another time

3.4 Download and save different types of information from the Internet

Search techniques: Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query

Information requirements: Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

References: History, favourites, bookmarks; links; log useful sites

Download information: Webpage, website; Images, text, numbers, sound, games, video, TV, music

4. Use browser software to communicate information online

4.1 Select and use tools and techniques to communicate information online

4.2 Use browser tools to share information sources with others

4.3 Submit information online using forms or interactive sites

4.4 Identify opportunities to post or publish material to websites

Communicate information: Saved information (pod-casts, text, images), real time information (blogs, instant messaging)

Share information sources: Send link, send webpage

Submit information: Fill-in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

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

5.1 Identify the threats to user afety when working online

5.2 Outline how to minimise internet security risks

5.3 Work responsibly and take appropriate safety and security precautions when working online

5.4 Keep personal information secure

5.5 Follow relevant laws, guidelines and procedures for the use of the Internet

Safety precautions: Firewall settings, Internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information

Threats to user safety: Abusive behaviour ("cyber bullying"), inappropriate behaviour and grooming; abuse of young people; false identities; financial deception; identity theft

Information security: Username and password/PIN selection, online identity/profile; Real name, pseudonym, avatar; What personal information to include, who can see the information; withhold personal information

Minimise risk: Virus-checking software, anti-spam software, firewall; treat messages, files, software and attachments from unknown sources with caution

Laws, guidelines and procedures: Set by employer or organisation relating to health and safety, security; Laws: relating to copyright, software download and licensing.

WORD PROCESSING SOFTWARE

1. Enter and combine text and other information accurately within word processing documents

1.1 Identify what types of information are needed in documents	**Types of information:** Text, numbers, images, other graphic elements (e.g. lines, borders), hyperlinks, charts, objects
1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently	**Keyboard or other input method:** Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts; Other input methods: voice recognition, touch screen, stylus
1.3 Select and use appropriate templates for different purposes	**Combine information:** Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks
1.4 Identify when and how to combine and merge information from other software or other documents	**Templates:** Existing templates (eg blank document, fax, letter, web page), create new templates for common documents
1.5 Select and use a range of editing tools to amend document content	**Editing tools:** Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
1.6 Combine or merge information within a document from a range of sources	
1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	**Store and retrieve:** Files (eg create, name, open, save, save as, print, close, find, share); version control; import/export; file size; folders (eg create, name)

2. Create and modify layout and structures for word processing documents

2.1 Identify the document requirements for structure and style	**Requirements for structure and style:** Document layout, house style, branding
2.2 Identify what templates and styles are available and when to use them	**Tables and forms:** Insert and delete cells, rows and columns, adjust row height and column width; Add and amend table structure, merge cells, complete forms and tables, insert and modify form fields, convert text to table; merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort
2.3 Create and modify columns, tables and forms to organise information	**Columns:** Add and delete columns, modify column width, add columns to whole document and part of a page
2.4 Select and apply styles to text	**Styles:** Heading styles; Apply or change existing styles to a word, line, paragraph or section, define styles for different elements of common documents
	Page layouts: Paper size and type, change page orientation, margins, page breaks, page numbering, section breaks; header and footer, date and time, adjust page set up for printing

WORD PROCESSING SOFTWARE

3. Use word processing software tools to format and present documents effectively to meet requirements

3.1 Identify how the document should be formatted to aid meaning

3.2 Select and use appropriate techniques to format characters and paragraphs

3.3 Select and use appropriate page and section layouts to present and print documents

3.4 Describe any quality problems with documents

3.5 Check documents meet needs, using IT tools and making corrections as necessary

3.6 Respond appropriately to quality problems with documents so that outcomes meet needs

Format characters: Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols

Format paragraphs: Alignment, bullets, numbering, line spacing, borders, shading, widows and orphans; Tabs and indents

Check word processed documents: Spell check, grammar check, typeface and size, hyphenation, page layout, margins, line and page breaks, tables, print preview, accuracy, consistency, clarity; language and dictionary settings

Quality problems with documents: Will vary according to the content, for example, text (eg styles, structure, layout), images (eg size, position, orientation), numbers (eg decimal points, results of any calculations)

SPREADSHEET SOFTWARE

1. Use a spreadsheet to enter, edit and organise numerical and other data

1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be constructed

1.2 Enter and edit numerical and other data accurately

1.3 Combine and link data across worksheets

1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

Enter and edit: Insert data into single and multiple cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns; use absolute and relative cell references, add data and text to a chart

Numerical and other information: Numbers, charts, graphs, text, images

Spreadsheet structure: Spreadsheet components (eg cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout

Store and retrieve: Save, save as, find, open, close, open CSV file in spreadsheet application, save spreadsheet file as CSV; templates

2. Select and use appropriate formulas and data analysis tools to meet requirements

2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements

2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements

2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements

Analyse and manipulate: Totals, sub-totals and summary data; sorting and display order; lists, tables, graphs and charts; filter rows and columns; Judgment of when and how to use these methods

Functions and formulas: Design of formulas to meet calculation requirements; mathematical, statistical, financial, conditional; logical functions

SPREADSHEET SOFTWARE

3. Select and use tools and techniques to present and format spreadsheet information

3.1 Plan how to present and format spreadsheet information effectively to meet needs

3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets

3.3 Select and format appropriate chart or graph type to display selected information

3.4 Select and use appropriate page layout to present and print spreadsheet information

3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary

3.6 Describe how to find errors in spreadsheet formulas

3.7 Respond appropriately to any problems with spreadsheets

Format cells: Numbers, currency, percentages, number of decimal places, font and alignment, shading and borders; date and time formats, wrap text

Format rows and columns: Height, width, borders and shading, hide, freeze

Format charts and graphs: Format charts and graphs: Chart type (eg pie chart, bar chart, single line graph, area, column, x-y scatter, stock, radar, doughnut, surface), title, axis titles, legend, change chart type, move and resize chart

Page layout: Size, orientation, margins, header and footer, page breaks, page numbers, date and time, adjust page set up for printing

Check spreadsheet information: Accuracy of numbers, formulas and any text; accuracy of results; suitability of charts and graphs; reveal formulae; layout and formatting; validity and accuracy of analysis; clarity of overall spreadsheet

Problems with spreadsheets: Using help; sorting out errors in formulas, circular references

PRESENTATION SOFTWARE

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

1.1 Identify what types of information are required for the presentation	**Types of information:** Text, numbers, images, graphics, sound, video
1.2 Enter text and other information using layouts appropriate to type of information	**Images, video or sound for presentations:** Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats; Pre-recorded audio/video clips; audio and video formats
1.3 Insert charts and tables into presentation slides	**Charts and tables for presentations:** Table, pie chart, graph, diagram, organisational chart, flowchart
1.4 Insert images, video or sound to enhance the presentation	**Combine information for presentations:** Combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software; reference external information with hyperlinks
1.5 Identify any constraints which may affect the presentation	**Constraints:** On content: copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (eg environment, timing)
1.6 Organise and combine information of different forms or from different sources for presentations	
1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	**Store and retrieve:** Save, save as, find, open, close; naming protocols; reducing file size, save presentation as a stand alone show or as web pages

2. Use presentation software tools to structure, edit and format slide sequences

2.1 Identify what slide structure and themes to use	**Slide structure:** Layout; use existing templates, designs and styles, organisational guidelines; adapt and create new templates
2.2 Select, change and use appropriate templates for slides	**Presentation effects:** Video, sound, animation, slide transitions, visual and sound effects, hyperlinks
2.3 Select and use appropriate techniques to format slides and presentations	**Edit slides:** Size, crop and position objects; wrap text, add captions and graphic elements, slide order; change orientation
2.4 Identify what presentation effects to use to enhance the presentation	**Animation and transition effects:** Adding and removing hyperlinks; apply and create transitions, apply animations
2.5 Select and use appropriate techniques to edit slides and presentations to meet needs	**Format slides:** Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides; themes
2.6 Select and use animation and transition effects appropriately to enhance slide sequences	

PRESENTATION SOFTWARE	
3. Prepare slideshow for presentation	
3.1 Describe how to present slides to meet needs and communicate effectively **3.2** Prepare slideshow for presentation **3.3** Check presentation meets needs, using IT tools and making corrections as necessary **3.4** Identify and respond to any quality problems with presentations to ensure that presentations meet needs	**Present slides:** Timing, content, meaning; organisation of information; audience needs; location **Prepare slides:** View and re-order slides; rehearse timing and effects; set up and amend slide show settings; print slides, handouts and speaker notes **Check presentation:** Spell check; grammar check, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings **Quality problems with presentations:** Will vary according to the content, for example: Text: Formatting, styles Images: Size, position, orientation Effects: Timing, brightness, contrast, sound levels, order of animations

DATABASE SOFTWARE

1. Create and modify nonrelational database tables

1.1 Identify the components of a database design	**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
1.2 Describe the field characteristics for the data required	**Data integrity:** Unique not null primary key; field characteristics; data validation; consistency, completeness, accuracy; Effect of malicious or accidental alteration;
1.3 Create and modify database tables using a range of field types	**Modify database table:** Add/amend/delete field; field characteristics
1.4 Describe ways to maintain data integrity	**Field characteristics:** Data type, field name, field size, format, validation; primary key
1.5 Respond appropriately to problems with database tables	**Problems with database tables:** Redundant data, duplication,
1.6 Use database tools and techniques to ensure data integrity is maintained	**table structure, field characteristics and validation;** sources of help

2. Enter, edit and organise structured information in a database

2.1 Create forms to enter, edit and organise data in a database	**Enter, edit and organise data:** Select and update fields, create new records, locate and amend records; using wildcards, search operators; error checking; data validation
2.2 Select and use appropriate tools and techniques to format data entry forms	**Format data entry forms:** Field characteristics and layout, tables, colour, lookups
2.3 Check data entry meets needs, using IT tools and making corrections as necessary	**Check data entry:** Spell check, format, accuracy, consistency, completeness, validity, security
2.4 Respond appropriately to data entry errors	**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

DATABASE SOFTWARE

3. Use database software tools to run queries and produce reports

3.1 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
3.2 Plan and produce database reports from a single table non-relational database	**Database reports:** Using menus, wizards or shortcuts; selected fields; selected records
3.3 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
3.4 Check reports meet needs, using IT tools and making corrections as necessary	**Check reports:** Completeness, accuracy, security, sorting, formatting, layout

Resources

There are a number of additional resources available from BCS that can be accessed through the Atlas Cloud platform. These resources are designed to support your learners with independent study towards each of the modules.

AVAILABLE RESOURCES

Courseware (ICDL)

The following courseware is available;

1. L1 IT User Fundamentals
2. L1 Using Email Software
3. L1 Using the Internet
4. L1 IT Security for Users
5. L2 Word Processing
6. L2 Spreadsheets
7. L2 Presentation
8. L2 Database

BCS Online Modules

A collection of bite-size e-learning modules which include text and video content (captions available) as well as knowledge check activities.

These modules focus on some of the key concepts around improving productivity through the use of different software, and include useful guidance, hints and tips and software demonstrations to enable you to further develop your use of software to make improvement within your own context.

Sample Assessments

There are a number of sample tests available which will help your learners to prepare for each of the final assessments, so they become familiar with the assessment platform and the format of the questions.

Assessment

Each module is assessed through an online, on-demand test which will assess the learner's competence of using devices safely and the application of the specific software references in this guide. Manual versions of the tests are also available if required.

Each assessment will include a knowledge test of multiple-choice questions as well as an "in-application" performance test that will require the learner to use their software to complete specific tasks. The marking of these assessments is automated, with candidate being required to achieve a 75% pass mark in both the knowledge and performance tests.

On successful completion of all seven assessments, the learner will attain their BCS Level 2 Certificate in IT User Skills (ICDL Core) (ITQ).

Reasonable Adjustments

Centres will receive guidance on reasonable adjustments in accordance with Equalities Law, including, but not exclusively, ensuring there is an environment which will allow access by a disabled learner or to make alternative arrangements such as a different venue or different equipment suitable for the learner.

Outcomes and Reassessment

When a learner completes a test using the automated system, the results are submitted directly to BCS.

For manually marked assessments, the individual learner's zipped work files are uploaded to the ACF to be marked by BCS. The centre manager will receive automated update emails of the marking process and the result. Receipt of the result can take up to 21 days from the date the work files are uploaded to the ACF. All pass and fail results will be added to the learner's BCS records automatically. Should a learner fail a test, fail notifications are sent to the centre manager weekly. This will be received either by post or emailed in a PDF format, for the centre manager to share with the learner of the areas of the test they failed in.

Should the learner be required to re-sit the assessment, this can be arranged with our Channel Partner Quality Team.

Appeals

If situations arise that call into the question the validity of an awarding decision, for example, via an appeal or an enquiry in accordance with our Appeals Policy, or an error has been made and a learner has incorrectly been awarded, or not awarded, a qualification achievement issue will be brought to the attention of the Service Delivery Manager - Qualifications. Our Appeals Policy is available from the Approved Centre Forum.

Atlas Cloud

Accessing the online assessments

Each of the online assessments (including the sample and live assessments) will be completed via the Atlas Cloud online platform on an on-demand basis. Centres will have access to add and manage users and tests.

The courseware and online modules are also available to access via the Atlas Cloud platform.

You can access Atlas Cloud by logging in **here**.

System Requirements

You can check whether your devices meet the system requirements **here** by clicking "Check system requirements". If you have any further questions, feel free to get in touch with our **customer service team**.

Frequently Asked Questions

Q) How long does this qualification take to complete?

A) This qualification has 103 guided learning hours, and a total qualification time of 141 hours.

Q) What learning materials or courseware are available?

A) Courseware is available to support the delivery of ICDL modules, as listed in the resources section of this guide.

Q) Can this qualification be delivered remotely?

A) As all candidates will have access to the online learning materials and assessments, it is possible to deliver this qualification remotely or as part of a blended learning programme; with additional support, guidance and complimentary learning activities (e.g. webinars) being delivered by the provider based on the requirements of the cohort/learners.

Q) What is GLH and TQT?

A) Guided Learning Hours (GLH) indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities.

Total Qualification Time (TQT) is a predication of the total time a learner with no prior knowledge might need to complete the course.

TQT is made up of two elements: GLH, and all other hours (an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities including homework, research, exam preparation and formal assessment) so that they can successfully achieve the qualification.

Q) What practice tests are available?

A) Sample assessments are available through the Atlas Cloud platform.

CONTACT

For any queries relating to this document or the delivery of this qualification, contact;

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If you have any technical issues running the online assessments, please contact;

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