

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

Qualification Guide



QAN: 500/6242/6
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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 Extra) (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 skills needed to use word processing, spreadsheet, and presentations software at an intermediate level, with these skills then being applied to realistic scenarios within the final module, Improving Productivity Using IT.

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.

LEVEL 2 CERTIFICATE IN IT USER SKILLS (ICDL EXTRA) (ITQ)	
QAN	500/6242/6
Entry Requirements	Basic level of competence in using IT software
Guided Learning Hours (GLH)	90
Total Qualification Time (TQT)	120
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 Extra) (ITQ) is composed of the following four mandatory modules:

MANDATORY UNITS	UNIT CODE	LEVEL	CREDIT VALUE
<p>Word Processing Software</p> <p>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.</p>	R/502/4628	2	4
<p>Spreadsheet Software</p> <p>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.</p>	F/502/4625	2	4
<p>Presentation Software</p> <p>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.</p>	M/502/4622	2	4
<p>Improving Productivity Using IT</p> <p>This module facilitates the application of knowledge and skills gained through the previous modules in order to develop solutions that make a demonstrable improvement to the use of IT tools and systems.</p>	J/502/4156	2	4
Total Credits			16

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

Microsoft Word, Microsoft Excel, Microsoft Powerpoint.

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 Further Education Qualification.

Learning Outcomes

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
- 1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently
- 1.3 Select and use appropriate templates for different purposes
- 1.4 Identify when and how to combine and merge information from other software or other documents
- 1.5 Select and use a range of editing tools to amend document content
- 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

Types of information: Text, numbers, images, other graphic elements (e.g. lines, borders), hyperlinks, charts, objects

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

Combine information: Insert, size, position, wrap, order, group, link information in a document to another source; mail merge documents and labels; hyperlinks

Templates: Existing templates (eg blank document, fax, letter, web page), create new templates for common documents

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

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
- 2.2 Identify what templates and styles are available and when to use them
- 2.3 Create and modify columns, tables and forms to organise information
- 2.4 Select and apply styles to text

Requirements for structure and style: Document layout, house style, branding

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

Columns: Add and delete columns, modify column width, add columns to whole document and part of a page

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

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 structured

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

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

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

1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

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

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

IMPROVING PRODUCTIVITY USING IT

1. Plan, select and use appropriate IT systems and software for different purposes

- 1.1 Describe the purpose for using IT
- 1.2 Describe the methods, skills and resources required to complete the task successfully
- 1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome
- 1.4 Describe any factors that may affect the task
- 1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
- 1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
- 1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity

Purposes for using IT: Who and what the information is for, when it must be finished, what information needs to be included, where it will be used (on screen, sent to others, printed)

Plan task: What information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout, priorities

Factors that may affect the task: Access to information, steps that need to be taken in advance, availability of time, budget and resources; audience need

Reasons for choosing IT: Time, convenience, cost; benefits of IT or manual methods of preparing, processing and presenting the same information; own views on convenience and effectiveness at meeting needs, quality, accuracy; how IT can make tasks easier than other methods, streamline business processes, increase productivity, any difficulties people have in using IT

Legal or local guidelines or constraints: May include data protection, copyright, software licensing; security; organisational house-style or brand guidelines

2. Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful

- 2.1 Review ongoing use of IT tools and techniques and change the approach as needed
- 2.2 Describe whether the IT tools selected were appropriate for the task and purpose
- 2.3 Assess strengths and weaknesses of final work
- 2.4 Describe ways to make further improvements to work
- 2.5 Review outcomes to make sure they match requirements and are fit for purpose

IT tools selection: Time taken, convenience, cost, quality, accuracy, range of facilities, versatility, transferability of information into other formats, speed of Internet connection, time constraints of downloading large files

Strengths and weaknesses of final work: Format, layout, accuracy, clarity for audience, structure, style, quality

Improvements to work: Correct mistakes, avoid affecting other people's work, more efficient and effective ways of doing things, learning new techniques

Review outcomes: Evaluate the quality of the information used, produce drafts, review against initial plans, check with intended audience, effect of own mistakes on others

IMPROVING PRODUCTIVITY USING IT

3. Develop and test solutions to improve the ongoing use of IT tools and systems

3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency

3.2 Describe ways to improve productivity and efficiency

3.3 Develop solutions to improve own productivity in using IT

3.4 Test solutions to ensure that they work as intended

Ways to improve productivity and efficiency: Save time, save money, streamline work processes, increase output, improve quality of outputs; cost of solution

Develop solutions: Set up short cuts, customise interface, record macros

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

Ebooks (ICDL)

The following courseware is available;

1. L1 IT Security for Users
2. L1 IT user Fundamentals
3. L1 Using Email Software
4. L1 Using the Internet
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 each software and in improving productivity through the use of IT. 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 four assessments, the learner will attain their BCS Level 2 Certificate in IT User Skills (ICDL Extra) (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 90 guided learning hours, and a total qualification time of 120 hours.

Q) What learning materials or courseware are available?

A) Courseware is available to support the delivery of each ICDL module.

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

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

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