FutureQuals
INSPIRING LEARNING AND SKILLS

Level 2 Diplmoa in
IT USER SKILLS (ITQ)

Qualification Specification

Qualification recognition number: 601/5965/0
Qualification Reference: L2DITUSITQ

www.futurequals.com

Contents

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at http://www.futurequalsquals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Diploma in IT User Skills (ITQ).** The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
Fax: 01530 836668
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the FAQ Level 2 Diploma in IT User Skills (ITQ) is to provide the learner with the skills, knowledge and understanding relevant to a career within IT.

It gives the learner an opportunity to:

- develop their understanding of IT
- improve their productivity within a business setting
- develop their personal and team effectiveness

The Total Qualification Time (TQT) for this qualification is: 380
Guided Learning (GL) for this qualification is: 280 hours
Minimum credits required to achieve the qualification: 38

Suitable for age ranges: Pre 16, 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

Exit Requirements: None

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk/,Qualifications and CCEA Regulation in Northern Ireland http://ccea.org.uk/regulation.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency
http://www.delni.gov.uk

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The FAQ Level 2 Diploma in IT User Skills (ITQ) has been designed to support progression on to other IT related qualifications, including the Level 3 Diploma in IT User Skills (ITQ).

2.4 Assessment Principles

The FAQ Level 2 Diploma in IT User Skills (ITQ) must be assessed according to the FutureQuals Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 2 Diploma in IT User Skills (ITQ) the learner will need to achieve a minimum of 38 credits. Learners must complete 16 credits from the Mandatory Group M.
A minimum of 22 credits must be achieved from the Optional Groups and must include at least 21 credits at Level 2 or above.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/502/4156	Improving Productivity Using IT	4	2
2	M/503/0498	Understanding the Potential of IT	8	2
3	T/503/0499	Developing Personal and Team Effectiveness Using IT	4	2

Optional Groups

Note: Only **one** component can be chosen from the individual groups.

Audio Software (AS)				
Component Number	URN	Component Name	Credit Value	Level
4	K/502/4389	Audio Software	2	1
5	D/502/4390	Audio Software	3	2
6	H/502/4391	Audio Software	4	3

Bespoke Software (BS)				
Component Number	URN	Component Name	Credit Value	Level
7	A/502/4395	Bespoke Software	2	1
8	F/502/4396	Bespoke Software	3	2
9	J/502/4397	Bespoke Software	4	3

Computer Accounting Software (CA)				
Component Number	URN	Component Name	Credit Value	Level
10	F/502/4401	Computerised Accounting Software	2	1
11	J/502/4402	Computerised Accounting Software	3	2
12	L/502/4403	Computerised Accounting Software	5	3

IT Communication Fundamentals (CF)				
Component Number	URN	Component Name	Credit Value	Level
13	Y/502/4291	IT Communication Fundamentals	2	1
14	D/502/4292	IT Communication Fundamentals	2	2

Using Collaborative Software (CT)				
Component Number	URN	Component Name	Credit Value	Level
15	A/502/4378	Using Collaborative Technologies	3	1
16	F/502/4379	Using Collaborative Technologies	4	2
17	T/502/4380	Using Collaborative Technologies	6	3

Database Software (DB)				
Component Number	URN	Component Name	Credit Value	Level
18	H/502/4553	Database Software	3	1
19	M/502/4555	Database Software	4	2
20	T/502/4556	Database Software	6	3

Data Management Software (DM)				
Component Number	URN	Component Name	Credit Value	Level
21	A/502/4560	Data Management Software	4	3
22	F/502/4558	Data Management Software	2	1
23	J/502/4559	Data Management Software	3	2

Desktop Publishing Software (DP)				
Component Number	URN	Component Name	Credit Value	Level
24	D/502/4566	Desktop Publishing Software	4	2
25	H/502/4567	Desktop Publishing Software	5	3
26	Y/502/4565	Desktop Publishing Software	3	1

Drawing and Planning Software (DR)				
Component Number	URN	Component Name	Credit Value	Level
27	A/502/4610	Drawing and Planning Software	3	2
28	F/502/4611	Drawing and Planning Software	4	3
29	J/502/4609	Drawing and Planning Software	2	1

Design Software (DS)				
Component Number	URN	Component Name	Credit Value	Level
30	A/502/4574	Design Software	5	3
31	M/502/4572	Design Software	3	1
32	T/502/4573	Design Software	4	2

Using Email (EM)

Component Number	URN	Component Name	Credit Value	Level
33	J/502/4299	Using Email	2	1
34	M/502/4300	Using Email	3	2
35	T/502/4301	Using Email	3	3

Imaging Software (IM)

Component Number	URN	Component Name	Credit Value	Level
36	J/502/4612	Imaging Software	3	1
37	L/502/4613	Imaging Software	4	2
38	R/502/4614	Imaging Software	5	3

Using the Internet (IN)

Component Number	URN	Component Name	Credit Value	Level
39	A/502/4297	Using the Internet	4	2
40	F/502/4298	Using the Internet	5	3
41	T/502/4296	Using the Internet	3	1

IT Security for Users (IS)

Component Number	URN	Component Name	Credit Value	Level
42	D/502/4258	IT Security for Users	3	3
43	R/502/4256	IT Security for Users	1	1
44	Y/502/4257	IT Security for Users	2	2

Using Mobile Devices (MD)

Component Number	URN	Component Name	Credit Value	Level
45	H/502/4374	Using Mobile IT Devices	2	1
46	K/502/4375	Using Mobile IT Devices	2	2

Multimedia Software (MM)				
Component Number	URN	Component Name	Credit Value	Level
47	D/502/4616	Multimedia Software	4	2
48	H/502/4617	Multimedia Software	6	3
49	Y/502/4615	Multimedia Software	3	1

Optimise IT System Performance (OP)				
Component Number	URN	Component Name	Credit Value	Level
50	D/502/4244	Optimise IT System Performance	2	1
51	H/502/4245	Optimise IT System Performance	4	2
52	K/502/4246	Optimise IT System Performance	5	3

Personal Information Management Software (PI)				
Component Number	URN	Component Name	Credit Value	Level
53	L/502/4370	Personal Information Management Software	2	2
54	Y/502/4369	Personal Information Management Software	2	1

Project Management Software (PM)				
Component Number	URN	Component Name	Credit Value	Level
55	H/502/4620	Project Management Software	5	3
56	K/502/4618	Project Management Software	3	1
57	M/502/4619	Project Management Software	4	2

Presentation Software (PS)				
Component Number	URN	Component Name	Credit Value	Level
58	K/502/4621	Presentation Software	3	1
59	M/502/4622	Presentation Software	4	2
60	T/502/4623	Presentation Software	6	3

Internet Safety for IT Users (SAF)				
Component Number	URN	Component Name	Credit Value	Level
61	H/502/9154	Internet Safety for IT users	3	1

IT Software Fundamentals (SF)				
Component Number	URN	Component Name	Credit Value	Level
62	L/502/4384	IT Software Fundamentals	3	1
63	R/502/4385	IT Software Fundamentals	3	2

Set Up an IT System (SI)				
Component Number	URN	Component Name	Credit Value	Level
64	L/502/4210	Set Up an IT System	4	2
65	R/502/4211	Set Up an IT System	5	3
66	Y/502/4209	Set Up an IT System	3	1

Specialist Software (SP)				
Component Number	URN	Component Name	Credit Value	Level
67	A/502/4400	Specialist Software	4	3
68	L/502/4398	Specialist Software	2	1
69	R/502/4399	Specialist Software	3	2

Spreadsheet Software (SS)				
Component Number	URN	Component Name	Credit Value	Level
70	A/502/4624	Spreadsheet Software	3	1
71	F/502/4625	Spreadsheet Software	4	2
72	J/502/4626	Spreadsheet Software	6	3

IT User Fundamentals (UF)				
Component Number	URN	Component Name	Credit Value	Level
73	J/502/4206	IT User Fundamentals	3	1
74	L/502/4207	IT User Fundamentals	3	2

Word Processing Software (WP)				
Component Number	URN	Component Name	Credit Value	Level
75	L/502/4627	Word Processing Software	3	1
76	R/502/4628	Word Processing Software	4	2
77	Y/502/4629	Word Processing Software	6	3

Website Software (WS)				
Component Number	URN	Component Name	Credit Value	Level
78	L/502/4630	Website Software	3	1
79	R/502/4631	Website Software	4	2
80	Y/502/4632	Website Software	5	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

1. Introduction

1.1 This document sets out those principles and approaches to component/qualification assessment already described in the Regulatory Framework. The information is intended to support the quality assurance processes of FutureQuals and it should also be read alongside individual component assessment requirements.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition.

2. Assessment

2.1 Learners must meet all of the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time using different assessment methods.

2.2 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made by an occupationally competent assessor *using evidence generated in the workplace during the learner's normal work activity.* Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.3 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.4 Competence based assessment must include direct observation as a primary source of evidence. Assessment of competence based components and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found under **Definitions 6.6.**

Learner evidence of occupational competence for components at any level should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria. These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all learners have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

2.5 Simulation may only be utilised as an assessment method for competence-based Learning Outcomes where this is specified in the assessment requirements of the individual component. The

use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case, the use of simulation in the component assessment strategy will be agreed with FutureQuals.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined by the IQA and agreed with FutureQuals.

2.7 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.

2.9 The assessment of selected FutureQuals qualifications may be subject to additional or modified assessment requirements. These requirements can be found listed under APPENDIX A onwards. All definitions remain the same as in section 6 of this document.

3. Assessors

3.1 Assessors employed by your centre will be both currently, occupationally knowledgeable and currently, occupationally competent to assess components and qualifications for which they have the expertise. They will need to be knowledgeable and competent in both the vocational area as well as in assessment. They must not assess learners where they have a potential conflict of interest, for example a family member or close friend. If this cannot be avoided, additional quality assurance checks must be put in place.

3.2 FutureQuals requires that the assessor holds, or be working towards, a current, recognised Assessor qualification. Assessors holding the L3 Certificate in Assessing Vocational Achievement, A1/A2 or D32/33 qualifications are not required to re-qualify. Where FutureQuals does not expect the assessor to hold a formal qualification, we would expect that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

4. Internal Quality Assurance

4.1 Internal quality assurance is key to ensuring that the assessment of evidence for components is of a consistent and appropriate quality. Centres will need to demonstrate that assessment is being monitored for consistency, reliability, inclusiveness, transparency and validity over time. Those carrying out internal quality assurance must be currently, occupationally knowledgeable, have relevant occupational expertise at the level (or above) in the area they are assuring and be qualified to make quality assurance decisions.

4.2 FutureQuals requires those responsible for internal quality assurance to hold or be working towards a current, recognised Quality Assurance qualification. Those responsible for internal quality assurance holding the L4 Award in the Internal Quality Assurance of Assessment Processes and Practice, D34 or V1 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for internal quality assurance to hold a formal qualification we would expect that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4.3 The Internal Quality Assurer is responsible for the integrity of the component/qualification that you, as a FutureQuals centre, claim for the learner. They will also ensure that there is no conflict of interest in assessment at the centre or where it cannot be avoided, that additional quality assurance is put in place.

5. External Quality Assurance

5.1 FutureQuals External Quality Assurers are appointed against rigorous criteria and have responsibility for ensuring the integrity and quality of components and qualifications awarded by FutureQuals. Your External Quality Assurer will work with you to ensure that all FutureQuals and regulatory requirements are met.
Those carrying out external quality assurance must be currently, occupationally knowledgeable and have gained their expertise working within the sector or associated professional/occupational area they are assuring and be qualified to make quality assurance decisions.

5.2 FutureQuals requires those responsible for external quality assurance to hold or be working toward a current, recognised Quality Assurance qualification. Those responsible for external quality assurance holding the L4 Award in the External Quality Assurance of Assessment Processes and Practice, V2 or D35 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for external quality assurance to hold a formal qualification we would expect those responsible for external quality assurance to meet the standard of practice set out in the Learning and Development National Occupational Standard 12 Externally monitor and maintain the quality of assessment.

6. Definitions

6.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency component(s) they are assessing. Occupational competence must be at component level which might mean different assessors are needed across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

6.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

6.3 Qualified to make assessment decisions:
This means that each assessor must hold a relevant qualification agreed with FutureQuals as suitable to support the making of appropriate and consistent assessment decisions.

6.4 Qualified to make quality assurance decisions:
FutureQuals will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

6.5 Expert witness:
This is where an expert witness, such as a qualified professional, observes the learner working in their workplace and records their findings when it would not be possible for an assessor to observe the learner's practice.

An expert witness must:
• have a working knowledge of the components on which their expertise is based
• be occupationally competent in their area of expertise
• have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.
The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

6.6 Realistic Working Environment (RWE)
It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.
To undertake the assessment in a RWE the following guidelines must be met:
- the RWE is managed as a real work situation
- assessment must be carried out under realistic business pressures
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
- candidates must be expected to achieve a volume of work comparable to normal business practices
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- learners must be given workplace responsibilities to enable them to meet the requirements of the components
- Customer perceptions of the RWE are similar to that found in the work situation being represented.

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3.2 Component Specifications

Component 1: Improving Productivity Using IT

Level: 2
Credit: 4
GL: 30

Component Summary

This component assesses the knowledge, understanding and skills used when reviewing and utilising IT systems and software.

Assessment Guidance

See IT User Assessment Strategy.

Relationship to Occupational Standards

This component is based on the National Occupational Standards (NOS). The NOS are owned by the Tech Partnership (formally e-skills).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.
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.
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.

Component 2: Understanding the Potential of IT

Level: 2
Credit: 8
GL: 70

Component Summary

This component assesses the knowledge and understanding of IT methods and their usage within a Business setting.

Assessment Guidance

- All Learning Outcomes of this component must be assessed by knowledge assessment.
- See IT User Qualification Structures and Assessment Strategy.
- This knowledge component forms a core part of the Apprenticeship framework in IT User skills in England, Wales and Northern Ireland.

Relationship to Occupational Standards

This component is based on the National Occupational Standards (NOS). The NOS are owned by the Tech Partnership (formally e-skills).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the impact of IT on business.	1.1 Describe the potential of IT to improve internal and external communications.
	1.2 Describe the potential of IT to improve business processes.
	1.3 Describe the possible positive and negative impact on employees of the deployment of IT.
2. Understand how new and emerging technologies can impact society and the individual.	2.1 Describe the benefits of new technologies on personal and social communication and interaction.
	2.2 Describe how IT can improve access to education and government services.
	2.3 Describe how IT can improve access to products and services.
	2.4 Identify possible drawbacks of new technologies for individuals and society.
3. Know how IT is being used in an organisation.	3.1 Describe the purpose of key components of the IT system (hardware, software and communications).
	3.2 Describe the roles and responsibilities of those involved in operating and supporting the IT function.
	3.3 Describe the guidelines and procedures for accessing IT help and support.

4. Know how the introduction of new IT tools and systems can affect an organisation.	4.1 Compare different approaches to introducing new IT tools and systems.
	4.2 Describe potential benefits from the introduction of new IT tools and systems.
	4.3 Describe methods used by manufacturers and publishers to control usage of digital content and devices.
5. Know the methods used to enhance IT security in an organisation.	5.1 Describe the main risks to data and personal security for IT users.
	5.2 Describe the types of control measures and policies organisations can put in place to maximise personal and data protection.
	5.3 Describe how organisations can exploit new developments in technology to improve cyber security.

Component 3: Developing personal and team effectiveness using IT

Level: 2
Credit: 4
GL: 30

Component Summary

This component assesses the knowledge, understanding and skills required when implementing IT skills for personal development and, for the development of team effectiveness.

Assessment Guidance

- Learning Outcomes 1 and 3 of this component must be assessed by knowledge assessment. This represents 2 credits from a component total of 4.
- The remainder may be assessed in the workplace. See IT User Qualification Structures and Assessment Strategy.
- This component forms part of the Apprenticeship framework in IT User skills in England, Wales and Northern Ireland. It offers clear opportunities for the learner to provide evidence of achievement of the Personal Learning and Thinking Skills within the context of the use of IT by self and others.

Relationship to Occupational Standards

This component is based on the National Occupational Standards (NOS). The NOS are owned by the Tech Partnership (formally e-skills).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know how IT can support personal development.	1.1 Describe how IT tools and systems can be used to manage time effectively.
	1.2 Identify IT tools and resources to support own learning and development.
	1.3 Describe how IT tools can support personal performance improvement.
2. Use IT to support personal development.	2.1 Create an action plan to improve own working practice.
	2.2 Participate in activities to meet personal development goals.
	2.3 Use appropriate IT tools to support personal performance improvement.
3. Know how IT can support the development of team effectiveness.	3.1 Describe the roles and responsibilities of team members.
	3.2 Describe how IT tools and systems can be used to improve team activities.
	3.3 Identify ways that IT can be used to overcome obstacles to effective teamwork.
4. Review use of IT for team or collaborative activities.	4.1 Review contribution of own use of IT to team activities.

	4.2 Provide feedback to others on their use of IT in a constructive and considerate manner.
	4.3 Review feedback from others on own use of IT.

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

FutureQuals
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