Ascentis Level 2 Diploma in

IT Skills for Communications Specialists

Specification

Ofqual Number:	601/4065/3
Ofqual Start Date:	01/08/2014
Ofqual Review Date:	31/07/2021
Ofqual Certification Review Date:	31/07/2022

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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Ascentis Level 2 Diploma in IT Skills for Communications Specialists

Introduction

The Level 2 Diploma in IT Skills for Communications Specialists is designed to support learners to develop the IT and telecommunication skills necessary for employment and/or career progression. The qualification has the support of e-skills UK, the Sector Skills Council for Business and Information Technology.

Aims

The qualification has been designed to meet the needs of learners who work, or want to work, as a Communications Specialist. It is suitable for use across a wide range of specialist roles and industries where IT is used for communications purposes. The emphasis is on operational skills using both hardware and software. Learners will develop their communication skills both oral and written and have a clear understanding of the expectations of the workplace with regard to Health and Safety, communication protocols and industry specific requirements. Assessment is by portfolio.
The aims of the qualification are to enable learners:

Target Group

This qualification would suit learners aged over 16-18 or 19+ who are working or want to work in the field of information technology as communication specialists.

Ofqual Qualification Number: 601/4065/3

Rules of Combination

601/4065/3 Ascentis Level 2 Diploma In IT Skills for Communications Specialists				
The learner must achieve 48 credits from the mandatory units in Mandatory Group A				
Unit Group A (Mandatory): Learners require 48 credits from this unit group.)				
Title	Level	Credit Value	GLH	Unit ref
Using the Internet	2	4	30	A/502/4297
ICT System Operation	2	9	45	F/500/7338
Working with ICT hardware and equipment	2	9	80	K/500/7382
Presentation Software	2	4	30	M/502/4622
Word Processing Software	2	4	30	R/502/4628
Interpersonal and Written Communication	2	9	60	T/500/7207
Health and Safety in ICT	1	3	15	Y/500/7183
Develop own effectiveness and professionalism	2	6	30	Y/601/3317

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Diploma in IT Skills for Communications Specialists is 320.

Total Qualification Time

The total qualification time for Level 2 Diploma in IT Skills for Communications Specialists is 480.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18 and 19+

Opportunities for Progression

On completion of the qualification, learners will be well placed to take up a range of employment opportunities within the Royal Navy in the field of telecommunications. Learners could also progress onto IT qualifications at a higher level such as Level 3 diplomas or foundation degrees in IT Management. Alternatively, the qualification provides the skills for learners to go into employment within non-IT sectors such as in management, finance or administration.

Foundation Learning

This qualification does not form part of a foundation learning programme.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*[1]. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Level 2 Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Using the Internet
Unit Reference Number: A/502/4297

Credit Value of Unit: 4	**GLH of Unit:** 30	**Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Connect to the internet.	1.1. Identify different types of connection methods that can be used to access the Internet.
	1.2. Identify the benefits and drawbacks of the connection method used.
	1.3. Get online with an Internet connection.
	1.4. Use help facilities to solve Internet connection problems.
2. Use browser software to navigate web pages effectively.	2.1. Select and use browser tools to navigate web pages.
	2.2. Identify when to change settings to aid navigation
	2.3. Adjust browser settings to optimise performance and meet needs.
	2.4. Identify ways to improve the performance of a browser.
3. Use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate information efficiently.
	3.2. Describe how well information meets requirements.
	3.3. Manage and use references to make it easier to find information another time.
	3.4. Download, organise and store different types of information from the Internet.
4. Use browser software to communication information online.	4.1. Identify opportunities to create post or publish material to websites.
	4.2. Select and use appropriate tools and techniques to communicate information online.
	4.3. Use browser tools to share information sources with others.
	4.4. Submit information online.
5. Understand the need for safety and security practices when working online.	5.1. Describe the threats to system performance when working online.
	5.2. Work responsibly and take appropriate safety and security precautions when working online.
	5.3. Describe the threats to information security when working online.
	5.4. Manage personal access to online sources securely.
	5.5. Describe the threats to user safety when working online.
	5.6. Describe how to minimise internet security risks.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.7. Apply laws, guidelines and procedures for safe and secure Internet use.
	5.8. Explain the importance of the relevant laws affecting Internet users.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: ICT System Operation
Unit Reference Number: F/500/7338

Credit Value of Unit: 9   **GLH of Unit:** 45   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the relevant parts of the operating system	1.1. Describe the relevant parts of operating procedures; • required service levels (e.g. availability, quality); • routine maintenance; • monitoring; • data integrity (e.g. backups, anti-virus); • consumables use, storage & disposal; • Health & Safety; • escalation; • information recording and reporting; • obtaining work permissions; • security & confidentiality.
	1.2. Describe the functionality of relevant parts of the system.
2. Operate specified parts of the system	2.1. Operate specified parts of the system • operating specified system parts following procedures; • Recognising, resolving or escalating system faults; • gathering and recording specified operational information
	2.2. Assess and minimize risks related to your own actions such as. • loss or corruption of data; • loss of service; • damage to equipment

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working with ICT hardware and equipment
Unit Reference Number: K/500/7382

Credit Value of Unit: 9   **GLH of Unit:** 80   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to plan and carry out a range of ICT hardware and equipment work activities under direction	1.1. Describe the working process such as: • tools and techniques to be used; • procedures to be followed; • procedures for information recording. • customer requirements; • product specifications • planning own work
	1.2. Explain how regulatory requirements affect work activities
2. Plan and carry out a range of ICT hardware and equipment work activities under direction	2.1. Use appropriate tools and techniques safely
	2.2. Follow relevant working procedures such as: • Health & Safety; • quality; • use of tools; • configuration; • testing; logistics; • waste disposal; • problem escalation; • information recording; • obtaining work permissions • security and confidentiality • customer acceptance; • commissioning • product registration.
	2.3. Obtain specified resources
	2.4. Record relevant information
	2.5. Communicate the progress and outcome of work to the appropriate people
3. Minimise risks related to ICT hardware and equipment work activities	3.1. Assess and minimise risks related to work activities such as: • loss or corruption of data • loss of service • damage to equipment

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Presentation Software
Unit Reference Number: M/502/4622

Credit Value of Unit: 4   **GLH of Unit:** 30   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Input and combine text and other information within presentation slides	1.1. Identify what types of information are required for the presentation
	1.2. Enter text and other information using layouts appropriate to type of information
	1.3. Insert charts and tables into presentation slides
	1.4. Insert images, video or sound to enhance the presentation
	1.5. Identify any constraints which may affect the presentation
	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
2. Use presentation software tools to structure, edit and format slide sequences	2.1. Identify what slide structure and themes to use
	2.2. Select, change and use appropriate templates for slides
	2.3. Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4. Select and use appropriate techniques to format slides and presentations
	2.5. Identify what presentation effects to use to enhance the presentation
	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

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Word Processing Software
Unit Reference Number: R/502/4628

Credit Value of Unit: 4   **GLH of Unit:** 30   **Level of Unit:** 2

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
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 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 and 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.
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.
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.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Interpersonal and written communication
Unit Reference Number: T/500/7207

Credit Value of Unit: 9   **GLH of Unit:** 60   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Send and receive familiar information by communicating interpersonally in familiar situations	1.1. Apply knowledge of the following interpersonal communication techniques: • verbal (e.g. intonation, tone and feedback (sometimes referred to as verbal attends)) and non-verbal techniques (e.g. smiling while talking on the phone, body language). • attentive listening (i.e. difference between hearing and listening). • positive and negative language. • active listening (e.g. summarising, paraphrasing, body language); • listening barriers (e.g. background noise, distractions, lack of concentration); • types of question (e.g. open, closed and probing).
	1.2 Use the following interpersonal communication techniques: • modulating voice when speaking to suit the listener or audience • articulating and expressing ideas clearly and concisely • listening actively (e.g. by taking notes) • clarifying and confirming understanding (e.g. by paraphrasing or repetition). • responding to questions with accurate information • ensuring content is appropriate to the needs of the audience • identifying and avoiding listening barriers • maintaining focus on the purpose of the communication
2. Communicate in writing in familiar situations	2.1. Apply knowledge of the following written communication techniques: • Grammar, spelling.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	2.2. Use the following techniques to produce and interpret written communication • following organisational guidelines and procedures; • identifying and conveying key messages in writing (e.g. letter, fax, email, database notes); • using correct grammar and spelling. • using and understanding appropriate business or technical terminology; • ensuring content, format and style are appropriate to the audience and channel (e.g. letter, memo, fax, e-mail, web chat); • structuring writing into a logical framework; • conveying ideas and information in a clear and concise manner; • identifying relevant information in written communications; • reviewing or proof reading own written work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Health and Safety in ICT
Unit Reference Number: Y/500/7183

Credit Value of Unit: 3	**GLH of Unit:** 15	**Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Comply with relevant Health & Safety procedures	1.1. Identify relevant organisational Health & Safety procedures
	1.2. Identify available sources of Health & Safety information
	1.3. Demonstrate how relevant Health & Safety procedures have been followed

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Develop own effectiveness and professionalism
Unit Reference Number: Y/601/3317

Credit Value of Unit: 6   **GLH of Unit:** 30   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Develop own personal and professional skills	1.1. Obtain and review feedback from others on performance
	1.2. Agree personal goals and participate in development activities to meet them
2. Work as a member of a team to achieve defined goals and implement agreed plans	2.1. Effectively manage own time
	2.2. Recognise and respect diversity, individual differences and perspectives
	2.3. Accept and provide feedback in a constructive and considerate manner
	2.4. Understand the responsibilities of colleagues
	2.5. Identify obstacles to effective teamwork
3. Understand what is meant by professional practice	3.1. Identify the implications, and applicability for IT professionals of: • Data Protection Act • Computer Misuse Act
	3.2. List the professional bodies for IT
4. Know the legislative environment relating to IT activities	4.1. Identify the impact on an IT organisation of legislation covering: • Processing of financial transactions • Health and Safety • Privacy, Confidentiality and Security • Copyright and Intellectual Property Rights
5. Improve personal effectiveness	5.1. List the aims and objectives of the organisation
	5.2. State the organisation's brand or image
	5.3. Identify the organisation's structure, roles and responsibilities
	5.4. Identify potential improvements to working practices

Assessment Method

N/A

Equivalences

N/A

Summary Record of Achievement

601/4065/3 Ascentis Level 2 Diploma in IT Skills for Communications Specialists

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Using the Internet	2	4			
ICT System Operation	2	9			
Working with ICT hardware and equipment	2	9			
Presentation Software	2	4			
Word Processing Software	2	4			
Interpersonal and Written Communication	2	9			
Health and Safety in ICT	1	3			
Develop own effectiveness and professionalism	2	6			

Learner Name _____

Minimum Credit Value of Qualification   48

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet
A/502/4297
Using the Internet

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify different types of connection methods that can be used to access the Internet.				
1.2. Identify the benefits and drawbacks of the connection method used.				
1.3. Get online with an Internet connection.				
1.4. Use help facilities to solve Internet connection Problems.				
2.1 Select and use browser tools to navigate web pages.				
2.2. Identify when to change settings to aid navigation.				
2.3. Adjust browser settings to optimise performance and meet needs.				
2.4. Identify ways to improve the performance of a browser.				
3.1 Select and use appropriate search techniques to locate information efficiently.				
3.2. Describe how well information meets requirements.				
3.3. Manage and use references to make it easier to find information another time.				
3.4. Download, organise and store different types of information from the Internet.				
4.1 Identify opportunities to create post or publish material to websites.				
4.2. Select and use appropriate tools and techniques to communicate information online.				
4.3. Use browser tools to share information sources with others.				
4.4. Submit information online.				
5.1 Describe the threats to system performance when working online.				
5.2. Work responsibly and take appropriate safety and security precautions when working online.				
5.3. Describe the threats to information security when working online.				
5.4. Manage personal access to online sources securely.				
5.5. Describe the threats to user safety when working online.				
5.6. Describe how to minimise internet security risks.				
5_7. Apply laws, guidelines and procedures for safe and secure Internet use.				
LO5.8. Explain the importance of the relevant laws affecting Internet users.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
F/500/7338
ICT System Operation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the relevant parts of operating procedures;				
* required service levels (e.g. availability, quality);				
* routine maintenance;				
* monitoring;				
* data integrity (e.g. backups, anti-virus);				
* consumables use, storage & disposal;				
* Health & Safety;				
* escalation;				
* information recording and reporting;				
* obtaining work permissions;				
* security & confidentiality.				
1.2. Describe the functionality of relevant parts of the system.				
2.1 Operate specified parts of the system				
* operating specified system parts following procedures;				
* Recognising, resolving or escalating system faults;				
* gathering and recording specified operational information				
2.2. Assess and minimize risks related to your own actions such as.				
* loss or corruption of data;				
* loss of service;				
* damage to equipment				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
K/500/7382
Working with ICT hardware and equipment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the working process such as:				
* tools and techniques to be used;				
* procedures to be followed;				
* procedures for information recording.				
* customer requirements;				
* product specifications				
* planning own work				
1.2. Explain how regulatory requirements affect work activities				
2.1 Use appropriate tools and techniques safely				
2.2. Follow relevant working procedures such as:				
* Health & Safety;				
* quality;				
* use of tools;				
* configuration;				
* testing; logistics;				
* waste disposal;				
* problem escalation;				
* information recording;				
* obtaining work permissions				
* security and confidentiality				
* customer acceptance;				
* commissioning				
* product registration.				
2.3. Obtain specified resources				
2.4. Record relevant information				
2.5. Communicate the progress and outcome of work to the appropriate people				
3.1 Assess and minimise risks related to work activities such as:				
* loss or corruption of data				
* loss of service				
* damage to equipment				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
M/502/4622
Presentation Software

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify what types of information are required for the presentation				
1.2. Enter text and other information using layouts appropriate to type of information				
1.3. Insert charts and tables into presentation slides				
1.4. Insert images, video or sound to enhance the presentation				
1.5. Identify any constraints which may affect the presentation				
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				
2.1 Identify what slide structure and themes to use				
2.2. Select, change and use appropriate templates for slides				
2.3. Select and use appropriate techniques to edit slides and presentations to meet needs				
2.4. Select and use appropriate techniques to format slides and presentations				
2.5. Identify what presentation effects to use to enhance the presentation				
2.6. Select and use animation and transition effects appropriately to enhance slide sequences				
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				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
R/502/4628
Word Processing Software

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify what types of information are needed in documents.				
1.2. Use appropriate techniques to enter text and other 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 and 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.				
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.				
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.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
T/500/7207
Interpersonal and written communication

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Apply knowledge of the following interpersonal communication techniques:				
* verbal (e.g. intonation, tone and feedback (sometimes referred to as verbal attends)) and non-verbal techniques (e.g. smiling while talking on the phone, body language).				
* attentive listening (i.e. difference between hearing and listening).				
* positive and negative language.				
* active listening (e.g. summarising, paraphrasing, body language);				
* listening barriers (e.g. background noise, distractions, lack of concentration);				
* types of question (e.g. open, closed and probing).				
1.2. Use the following interpersonal communication techniques:				
* modulating voice when speaking to suit the listener or audience				
* articulating and expressing ideas clearly and concisely				
* listening actively (e.g. by taking notes)				
* clarifying and confirming understanding (e.g. by paraphrasing or repetition).				
* responding to questions with accurate information				
* ensuring content is appropriate to the needs of the audience				
* identifying and avoiding listening barriers				
* maintaining focus on the purpose of the communication				
2.1 Apply knowledge of the following written communication techniques:				
* Grammar, spelling.				
2.2. Use the following techniques to produce and interpret written communication				
* following organisational guidelines and procedures;				
* identifying and conveying key messages in writing (e.g. letter, fax, email, database notes);				
* using correct grammar and spelling.				
* using and understanding appropriate business or technical terminology;				
* ensuring content, format and style are appropriate to the audience and				

channel (e.g. letter, memo, fax, e-mail, web chat);				
* structuring writing into a logical framework;				
* conveying ideas and information in a clear and concise manner;				
* identifying relevant information in written communications;				
* reviewing or proof reading own written work.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
Y/500/7183
Health and Safety in ICT

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify relevant organisational Health & Safety procedures				
1.2. Identify available sources of Health & Safety information				
1.3. Demonstrate how relevant Health & Safety procedures have been followed				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
Y/601/3317
Develop own effectiveness and professionalism

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Obtain and review feedback from others on performance				
1.2. Agree personal goals and participate in development activities to meet them				
2.1 Effectively manage own time				
2.2. Recognise and respect diversity, individual differences and perspectives				
2.3. Accept and provide feedback in a constructive and considerate manner				
2.4. Understand the responsibilities of colleagues				
2.5. Identify obstacles to effective teamwork				
3.1 Identify the implications, and applicability for IT professionals of:				
* Data Protection Act				
* Computer Misuse Act				
3.2. List the professional bodies for IT				
4.1 Identify the impact on an IT organisation of legislation covering:				
* Processing of financial transactions				
* Health and Safety				
* Privacy, Confidentiality and Security				
* Copyright and Intellectual Property Rights				
5.1 List the aims and objectives of the organisation				
5.2. State the organisation's brand or image				
5.3. Identify the organisation's structure, roles and responsibilities				
5.4. Identify potential improvements to working practices				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____