City & Guilds Diplomas in ICT Professional Competence (4520-02/03/04)

Levels 1–4 Unit Handbook for Centres
(Units 102-180)

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Levels 1–4 Unit Handbook for Centres
(Units 102-180)

Qualification title	Number	Ofqual number
City & Guilds Level 2 Diploma in ICT Professional Competence	4520-02	501/1789/0
City & Guilds Level 3 Diploma in ICT Professional Competence	4520-03	501/1788/9
City & Guilds Level 4 Diploma in ICT Professional Competence	4520-04	501/1787/7

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Contents

1   Introduction to this unit handbook

City & Guilds offers the following qualifications as part of its **ICT Professional Competence** qualification:

Qualification title	Number	Ofqual number
City & Guilds Level 2 Diploma in ICT Professional Competence	4520-02	501/1789/0
City & Guilds Level 3 Diploma in ICT Professional Competence	4520-03	501/1788/9
City & Guilds Level 4 Diploma in ICT Professional Competence	4520-04	501/1787/7

This unit handbook contains the units from Levels 1, 2, 3 and 4, which are part of the City & Guilds Level 2, 3 and 4 Diplomas in ICT Professional Competence.

The unit handbook should be read in conjunction with the *City & Guilds Diploma in ICT Professional Competence Qualification Handbook* (4520-02, 4520-03, 4520-04), containing the following:
- Introduction to the qualifications
- Centre requirements
- Structure of the qualifications
- Course design and delivery.

These handbooks can be downloaded from **www.cityandguilds.com**

Structure of the units
The units in these qualifications are written in a standard format and comprise the following:
- City & Guilds unit number
- title
- level
- credit value
- Unit Accreditation Number (UAN)
- unit aim
- learning outcomes and assessment criteria
- statement of guided learning hours
- how the unit is assessed.

Guidance for centres
A glossary (Appendix 1) contains a list of terms that appear in the units.
When first developed, units 102–103, 106–111, 113–114, 171–180 were endorsed by e-skills UK.

Barred combinations

Units that have a significant overlap in content are 'barred combinations'. Learners can take units that are barred and they will appear on the learner's Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.

Unit 4520-102   Health and safety in ICT

Level: 1
Credit value: 3
UAN: Y/500/7183

Unit aim

The aim of this unit is to support and reinforce any induction training that the learner has carried out. This will be done by requiring the learner to explain their organisation's Health and Safety procedures and how it affects them. They will also be required to identify any sources of information, whether they are online sources from the Health and Safety Executive's website, or posters and signage displayed in the workplace.

Lastly the learners will need to demonstrate how they are following Health and Safety procedures. For example, this could be by demonstrating that they are maintaining a safe working environment, or how they move and handle large and/or heavy objects.

Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1.   Be able to comply with relevant health and safety procedures

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **15** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-102 Health and safety in ICT

Assessment Criteria

Outcome 1 Be able to comply with relevant health and safety procedures

The learner can:

1. Identify relevant organisational health and safety procedures
2. Identify available sources of health and safety information
3. Demonstrate how relevant health and safety procedures have been followed.

Unit 4520-103   Interpersonal and written communication

Level: 1
Credit value: 3
UAN: M/500/7206

Unit aim

The aim of this unit is to introduce to the learner the importance of communicating effectively. This will be done by exploring various techniques both verbal and nonverbal. The learner will also explore why it is important to use the correct spelling and grammar in written communications. All of this will be done whilst following any organisational guidelines.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to communicate interpersonally on a familiar subject in a familiar work situation
2. Be able to communicate in writing on familiar subjects using specified formats

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **25** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-103   Interpersonal and written communication

Assessment Criteria

Outcome 1   Be able to communicate interpersonally on a familiar subject in a familiar work situation

The learner can:

1   Apply knowledge of the following interpersonal communication techniques:
- verbal (eg intonation, tone and feedback (sometimes referred to as verbal attends)) and non-verbal techniques (eg smiling while talking on the phone, body language)
- attentive listening (i.e. difference between hearing and listening)
- positive and negative language

2   Communicate verbally following organisational guidelines and procedures

Outcome 2   Be able to communicate in writing on familiar subjects using specified formats

The learner can:

1   Apply knowledge of the following written communication techniques:
- Grammar, spelling

2   Use the following techniques to produce and interpret written communication:
- following organisational guidelines and procedures
- identifying and conveying key messages in writing (eg letter, fax, email, database notes)
- using correct grammar and spelling

Unit 4520-106   Remote support for products or services

Level: 1
Credit value: 6
UAN: R/500/7215

Unit aim

The aim of this unit is to introduce learners to the concepts of supporting customers remotely with IT requests. This will involve how to identify the validity of the caller and how to handle the caller's support call. The learner should always comply with all legislation and also maintain their organisation's brand and image.

This unit will also introduce the principles of logging support calls and also the time and need for necessary escalation.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the specified parts of customer care requirements and details of the supported products and services that apply to them
2. Be able to provide routine support on specified products or services

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **45** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-106   Remote support for products or services

Assessment Criteria

Outcome 1   Know the specified parts of customer care requirements and details of the supported products and services that apply to them

The learner can:

1. Describe specified details of products or services to be supported:
    - how to identify the products or services
    - basic features and uses of the products or services
    - standard responses to frequently asked requests
2. Describe specified parts of organisational requirements for customer care:
    - customer service procedures (eg how to log customer information, how to initiate service calls, how to complete a sale)
    - authorisation procedures (eg how to confirm caller identity, how to validate requests)
    - escalation, resolution and complaint handling
    - Service Level Agreements (SLAs) (eg provide details of the types and levels of service to be provided)
    - quality assurance procedures
    - compliance with relevant legislation and regulations (eg data protection, financial services)
    - maintenance and communication of organisational brand or image
    - organisational aims and objectives

Outcome 2   Be able to provide routine support on specified products or services

The learner can:

1. Comply with organisational requirements
2. Confirm customer identity and validate requests using specified methods and sources (eg post code, contract list, username)
3. Escalate invalid requests
4. Communicate information on specified products or services to the customer in a positive and professional way, using techniques, such as:
    - identifying customers' needs
    - accurately collecting and logging relevant information from the customer
    - providing product and service features to customers
    - ensuring customer understanding of the information provided
5. Resolve and escalate requests

Unit 4520-107   Security of ICT Systems

Level: 1
Credit value: 3
UAN: K/500/7219

Unit aim

This unit introduces the learner to the threats to IT systems from outside forces, and also introduces the learner to the need to protect their IT systems. The learner will also explore technologies that can be used to secure systems. The learner will also use some of the tools to demonstrate how they can prevent access to IT systems, whilst complying with organisational security policies.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the particular threats to an IT system and its data with specified methods and procedures for protecting it
2. Be able to comply with relevant security requirements to protect an IT system and its data

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-107   Security of ICT Systems

Assessment Criteria

Outcome 1   Know the particular threats to an IT system and its data with specified methods and procedures for protecting it

The learner can:

1. Describe specified data protection methods, such as
   - malware detection software (anti-virus, anti-spyware etc)
   - Internet security suites (firewall, malware detection, anti-phishing and spam filters)
   - use and protection of passwords or Personal Identification Number (PIN)
   - backup and storage
2. Describe specified methods of providing physical security for ICT systems:
   - access control devices (eg locks, biometric controls, CCTV)
   - limiting visibility of data (eg by positioning of monitors, using encryption)
   - shielding (eg cable screening, Faraday cages)
3. Describe relevant organisational security procedures
4. Describe the type of security breaches that can occur in IT systems, such as
   - unauthorised use of a system without damage to data
   - unauthorised removal or copying of data or code from a system
   - damage to or destruction of physical system assets and environment
   - damage to or destruction of data or code inside or outside the system
   - preventing normal use of a system (eg denial of service attack)

Outcome 2   Be able to comply with relevant security requirements to protect an IT system and its data

The learner can:

1. Use specified security tools to identify and prevent breaches of security:
   - internal system tools (eg passwords, anti-virus software, firewalls and encryption facilities)
   - external tools (eg access control devices)
2. Comply with organisational security procedures

Unit 4520-108   Software installation and upgrade

Level: **1**
Credit value: **6**
UAN: **D/500/7265**

Unit aim

The aim of this unit is to introduce the learner to the principles of installing and upgrading software. The learner will explore installing, configuring testing both installations and upgrades to existing systems. The learner will also learn about recording the information needed from installations such as licenses and registration details.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand specified parts of the installation/upgrade process
2. Be able to install and upgrade software

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **50** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-108   Software installation and upgrade
Assessment Criteria

Outcome 1   Understand specified parts of the installation/upgrade process

The learner can:

1. Describe specified installation/upgrade procedures to include:
   - installation
   - configuration
   - testing
   - delivery, shipping and storage
   - escalation.

Outcome 2   Be able to install and upgrade software

The learner can:

1. Identify the minimum system resources required by the software (eg RAM, Hard disk space)

2. Follow specified installation/upgrade procedures

3. Use specified software loading facilities

4. Record information relating to the:
   - software installed/upgraded
   - licences
   - registration
   - installation details
   - configuration
   - testing
   - security and confidentiality

Unit 4520-109   System operation

Level: 1
Credit value: 6
UAN: H/500/7333

Unit aim

The aim of this unit is to introduce the learner to IT systems and how to maintain them correctly as well as how to operate them. The learner will explore service levels, how to monitor systems, how to store and dispose of consumables as well as looking at security and confidentiality of data on computer systems.

The learner will also explore how to identify faults and report them correctly, as well as how to minimise faults through the correct operation of information systems.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:
1. Know the functionality of specified parts of the system
2. Be able to operate specified parts of the system

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **50** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-109   System operation
Assessment Criteria

Outcome 1   Know the functionality of specified parts of the system

The learner can:

1. Describe the functionality of specified parts of the system, such as:
    - Operating System
    - Graphic User Interface (GUI)
    - Command Line Interface (CLI)
    - File system
    - Task manager
    - Central Processing Unit (CPU)
    - Random Access Memory
    - Motherboard
    - Hard Disk Drive (HDD)/ Solid State Drive (SSD))
    - Back up utilities and applications
    - Anti-virus
    - User management

Outcome 2   Be able to operate specified parts of the system

The learner can:

1. Describe how to operate specified parts of the system, such as:
    - operating parts of the system following specified procedures
    - identifying and reporting system faults
    - recording specified operational information
    - how to recognise system faults
2. Assess and minimise risks related to your own actions such as:
    - loss or corruption of data
    - loss of service
    - damage to equipment

Unit 4520-110   Technical advice and guidance

Level: 1
Credit value: 6
UAN: J/500/7342

Unit aim

The aim of this unit is to introduce the concepts of providing technical support. The learner will explore current organisational policy regarding to providing technical support. They will also learn how to communicate directly with customers and identify their support needs, also when needed the learner will learn how and when to escalate issues.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the information relating to the advice and guidance they are required to give and the relevant parts of the organisational policy
2. Be able to provide advice and guidance under direction

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **50** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-110   Technical advice and guidance

Assessment Criteria

Outcome 1   Know the information relating to the advice and guidance they are required to give and the relevant parts of the organisational policy

The learner can:

1. Describe the relevant parts of organisational policy for providing information
2. Interpret the technical information that forms the basis for required advice and guidance obtained from clearly defined sources

Outcome 2   Be able to provide advice and guidance under direction

The learner can:

1. Identify advice and guidance required by the customer, such as:
   * responding to a direct request, not normally requiring research (eg known problems)
   * requiring minimal interpretation of information
2. Accurately gather specified information from approved sources
3. Communicate by direct contact with the customer according to organisational policies:
   * using approved information
   * with little additional explanation
   * obtaining all relevant information
   * recording the information in a defined format
4. Work within the constraints that the supply of information is subject to
5. Identify and escalate customer requests for information that fall outside of the defined organisational policy or regulatory controls
6. Comply with organisational policy for providing information

Unit 4520-111   Technical fault diagnosis

Level: **1**
Credit value: **6**
UAN: **L/500/7388**

Unit aim

The aim of this unit is to introduce the learner to diagnosing faults. As part of this the learner will begin to explore some of the diagnostic tools that will be required to perform this role. The learner will also learn how to accurately record information connected with the diagnosis process. The learner will also assist in the diagnosis process as well as learning when and how to escalate an issue.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the procedures and other information within the diagnostic process that applies to them
2. Be able to assist in the diagnosis of faults following detailed instructions

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **45** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-111 Technical fault diagnosis

Assessment Criteria

Outcome 1 Know the procedures and other information within the diagnostic process that applies to them

The learner can:

1. Describe relevant parts of the diagnostic process including:
   - diagnostic tools to be used
   - procedures to be followed
   - procedures for information recording individual responsibility and authority escalation procedure
   - technical information about the system to be worked on

Outcome 2 Be able to assist in the diagnosis of faults following detailed instructions

The learner can:

1. Follow detailed instructions to assist with diagnosing faults
2. Use designated diagnostic tools
3. Accurately gather and record specified information connected with the diagnosis

Unit 4520-113   Testing ICT systems

Level: **1**
Credit value: **6**
UAN: **T/500/7353**

Unit aim

The aim of this unit is give the learner the opportunity to learn about the testing of ICT systems whether they be software or hardware systems. In order to do this the learner will need to understand some basic system information, as well as understanding the tests themselves. The learner will learn and understand any health and safety considerations that need to be factored in before and during testing. The learner will also need to understand and consider any security implications associated with the systems they are testing.

The learner will also assist in the testing of an actual system and determine if the tests were successful or not, this will involve using specific tools and accurately recoding results.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know basic technical information about a system to be tested, testing procedures and associated activities, equipment to be used and the reasons for the test
2. Be able to assist testing under direction and record accurately test results

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **50** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-113   Testing ICT systems
Assessment Criteria

Outcome 1   Know basic technical information about a system to be tested, testing procedures and associated activities, equipment to be used and the reasons for the test

The learner can:
1. Describe relevant parts of the testing process
    *   testing tools to be used
    *   work procedures to be followed (including obtaining authorisations)
    *   procedures for recording information
2. Describe the purposes of testing
    *   checking functionality
    *   obtaining performance information
3. Describe specified test preparation and conclusion activities, including:
    *   Health & safety requirements (before and after)
    *   need to obtain work permissions
    *   site access and security
    *   environmental legislation and regulations (eg disposal of materials)
    *   work sign-off and reporting
    *   site restoration
4. Interpret specified technical information about the test and equipment to be tested

Outcome 2   Be able to assist testing under direction and record accurately test results

The learner can:
1. Carry out specified preparation and conclusion activities eg:
    *   health and safety requirements (before and after)
    *   need to obtain work permissions
    *   site access and security
    *   environmental legislation and regulations (eg disposal of materials)
    *   work sign-off and reporting
    *   site restoration
2. Use specified testing tools eg:
    *   electrical/electronic test instruments
    *   on-board self-test programs
    *   diagnostic software
3. Record specified test information and test results

Unit 4520-114   Working with ICT hardware and equipment

Level: 1
Credit value: 6
UAN: H/500/7381

Unit aim

The aim of this unit is to introduce the learner to the hardware associated with an ICT system. The learner will explore any regulatory requirements that need to be understood when working with ICT hardware and equipment. The learner will also have the opportunities to use specific tools and techniques to work with computer hardware and systems. All of this will be done whilst following strict guidelines and whilst recording any activities carried out.

Learning outcome

There are **two** learning outcomes to this unit. The learner will:

1. Know how to carry out work under direction
2. Be able to carry out work under direction

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **45** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-114 Working with ICT hardware and equipment

Assessment Criteria

Outcome 1 Know how to carry out work under direction

The learner can:

1. Describe the relevant parts of the working process such as:
   - tools and techniques to be used
   - procedures to be followed
   - procedures for information recording
2. Explain how regulatory requirements affect own work

Outcome 2 Be able to carry out work under direction

The learner can:

1. Use specified tools and techniques safely
2. Follow specified 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
3. Record specified information connected with work activities

Unit 4520-171　　　　Imaging software

Level:　　　　**1**
Credit value:　**3**
UAN:　　　　**J/502/4612**

Unit aim

The aim of this unit is to introduce the learner to creating and manipulating images for a given purpose. The learner will explore the purpose of the image to be used or edited, as well as looking at any legislation that restricts the use of images. The learner will also learn about file formats and storing images correctly.

The learner will also use appropriate software to create and edit images using the different tools and techniques within the software application.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:
1.　Be able to obtain, insert and combine information for images
2.　Be able to use imaging software tools to create, manipulate and edit images

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-171 Imaging software
Assessment Criteria

Outcome 1 Be able to obtain, insert and combine information for images

The learner can:

1. Identify what images are needed
2. Obtain, input and prepare images to meet needs
3. Identify what generic copyright and other constraints apply to the use of images
4. Combine text and images from different sources
5. Identify the context in which the images will be used
6. Identify which file format to use for saving and exchanging images
7. Store and retrieve files effectively, in line with local guidelines and conventions where available

Outcome 2 Be able to use imaging software tools to create, manipulate and edit images

The learner can:

1. Use suitable tools and techniques to create images
2. Use appropriate tools and techniques to manipulate and edit images
3. Check images meet needs, using IT tools and making corrections as necessary

Unit 4520-172   Database software

Level: 1
Credit value: 3
UAN: H/502/4553

Unit aim

The aim of this unit is to introduce some fundamental database concepts. The learner will create a simple database for a given purpose, decide upon its structure and any relationships. The learner will then enter data and perform searches to test the structure of the database using queries. The learner will also learn how to perform reports and generate them using predefined settings.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to enter, edit and organise structured information in a database
2. Be able to use database software tools to extract information and produce reports

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-172   Database software

Assessment Criteria

Outcome 1   Be able to enter, edit and organise structured information in a database

The learner can:

1. Identify the main components of a database
2. Create a database table for a purpose using specified fields
3. Enter structured data into records to meet requirements
4. Locate and amend data records
5. Respond appropriately to data entry error messages
6. Check data meets needs, using IT tools and making corrections as necessary

Outcome 2   Be able to use database software tools to extract information and produce reports

The learner can:

1. Identify queries which meet information requirements
2. Run simple database queries
3. Identify reports which meet information requirements
4. Generate and print pre-defined database reports

Unit 4520-173   Using email

Level: 1
Credit value: 2
UAN: J/502/4299

Unit aim

The aim of this unit is to work with email software. The learner will compose emails, attach files and send emails following guidelines given. The learner will also learn how to stay safe and protect their computer systems when using email software.

The learner will use address book features to simplify the sending process. They will also learn how and when to respond to emails, whilst following organisational guidelines.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to use email software tools and techniques to compose and send messages
2. Be able to manage incoming email effectively

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **15** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-173   Using email

Assessment Criteria

Outcome 1   Be able to use email software tools and techniques to compose and send messages

The learner can:

1. Use software tools to compose and format email messages
2. Attach files to email messages
3. Send email messages
4. Identify how to stay safe and respect others when using email
5. Use an address book to store and retrieve contact information

Outcome 2   Be able to manage incoming email effectively

The learner can:

1. Follow guidelines and procedures for using email
2. Identify when and how to respond to email messages
3. Read and respond to email messages appropriately
4. Identify what messages to delete and when to do so
5. Organise and store email messages
6. Respond appropriately to common email problems

Unit 4520-174   Using the Internet

Level: **1**
Credit value: **3**
UAN: **T/502/4296**

Unit aim

In this unit the learner will explore different ways to connect to the Internet, they will also explore different web browsing systems and modify the browser to suit their needs. The learner will learn how to effectively search the Internet for specified information. They will also use different tools and techniques to communicate via the Internet and exchange and upload information. The learner will learn how to use the Internet safely following any relevant laws and legislation.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to connect to the Internet
2. Be able to use browser software to navigate web pages
3. Be able to use browser tools to search for information from the Internet
4. Be able to use browser software to communicate information online
5. Be able to follow and understand the need for safety and security practices when working online

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-174   Using the Internet
Assessment Criteria

Outcome 1   Be able to connect to the Internet

The learner can:

1. Identify different types of connection methods that can be used to access the Internet
2. Access the Internet or intranet

Outcome 2   Be able to use browser software to navigate web pages

The learner can:

1. Use browser tools to navigate webpages
2. Identify when to change browser settings to aid navigation
3. Adjust browser settings to meet needs
4. Use browser help facilities

Outcome 3   Be able to use browser tools to search for information from the Internet

The learner can:

1. Select and use appropriate search techniques to locate information
2. Outline how information meets requirements
3. Use bookmarks to make it easier to find information another time
4. Download and save different types of information from the Internet

Outcome 4   Be able to use browser software to communicate information online

The learner can:

1. Select and use tools and techniques to communicate information online
2. Use browser tools to share information sources with others
3. Submit information online using forms or interactive sites
4. Identify opportunities to post or publish content to websites or social media sites

Outcome 5   Be able to follow and understand the need for safety and security practices when working online

The learner can:

1. Identify the threats to user safety when working online
2. Outline how to minimise Internet security risks
3. Work responsibly and take appropriate safety and security precautions when working online
4. Keep personal information secure
5. Follow relevant laws, guidelines and procedures for the use of the Internet

Unit 4520-175   Presentation software

Level: **1**
Credit value: **3**
UAN: **K/502/4621**

Unit aim

In this unit the learner will learn how to identify information that is required for a presentation. They will also learn to select differing layouts and styles depending on their audience. The learner will look at house styles and how to combine their information into their chosen format ready for a presentation.

The learner will also edit and modify presentations and select appropriate formats in which to present their final presentation.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Be able to input and combine text and other information within presentation slides
2. Be able to use presentation software tools to structure, edit and format slides
3. Be able to prepare slides for presentation to meet needs

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-175   Presentation software

Assessment Criteria

Outcome 1   Be able to input and combine text and other information within presentation slides

The learner can:

1. Identify what types of information are required for the presentation
2. Select and use different slide layouts as appropriate for different types of information
3. Enter information into presentation slides so that it is ready for editing and formatting
4. Identify any constraints which may affect the presentation
5. Combine information of different forms or from different sources for presentations
6. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

Outcome 2   Be able to use presentation software tools to structure, edit and format slides

The learner can:

1. Identify what slide structure to use
2. Select and use an appropriate template to structure slides
3. Select and use appropriate techniques to edit slides
4. Select and use appropriate techniques to format slides

Outcome 3   Be able to prepare slides for presentation to meet needs

The learner can:

1. Identify how to present slides to meet needs and communicate effectively

2. Prepare slides for presentation

3. Check presentation meets needs, using IT tools and making corrections as necessary

Unit 4520-176　　　Spreadsheet software

Level: 　　　　1
Credit value: 　3
UAN: 　　　　A/502/4624

Unit aim

The aim of this unit is to introduce some of the techniques used in spreadsheets. The learner will identify numerical data that is required to be entered and use specific formulae to manipulate it as required. The learner will also explore how to present data in an appropriate format for end users, such as charts and graphs, as well as formatting the data correctly. The learner will learn how to save and retrieve files correctly.

Learning outcome

There are **three** learning outcomes to this unit. The learner will:

1. Be able to use a spreadsheet to enter, edit and organise numerical and other data
2. Be able to use appropriate formulas and tools to summarise and display spreadsheet information
3. Be able to select and use appropriate tools and techniques to present spreadsheet information effectively

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-176 Spreadsheet software

Assessment Criteria

Outcome 1 Be able to use a spreadsheet to enter, edit and organise numerical and other data

The learner can:

1. Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs
2. Enter and edit numerical and other data accurately
3. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

Outcome 2 Be able to use appropriate formulas and tools to summarise and display spreadsheet information

The learner can:

1. Identify how to summarise and display the required information
2. Use functions and formulas to meet calculation requirements
3. Use spreadsheet tools and techniques to summarise and display information

Outcome 3 Be able to select and use appropriate tools and techniques to present spreadsheet information effectively

The learner can:

1. Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns
2. Identify which chart or graph type to use to display information
3. Select and use appropriate tools and techniques to generate, develop and format charts and graphs
4. Select and use appropriate page layout to present and print spreadsheet information
5. Check information meets needs, using spreadsheet tools and making corrections as necessary

Unit 4520-177   Website software

Level: **1**

Credit value: **3**

UAN: **L/502/4630**

Unit aim

The aim of this unit is to introduce website development. For this the learner will learn what content is required for the website, and plan how their completed site will look. They will explore images, text and what the intended purpose of the site is to be. The learner will produce a simple website according to their design and incorporate simple navigational aids such as links or buttons. The learner will then uploaded and test their website.

Learning outcome

There are **three** learning outcomes to this unit. The learner will:

1. Be able to plan and create web pages
2. Be able to use website software tools to structure and format web pages
3. Be able to publish web pages to the Internet or an intranet

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-177   Website software

Assessment Criteria

Outcome 1   Be able to plan and create web pages

The learner can:

1. Identify what content and layout will be needed in the web page
2. Identify the purpose of the webpage and intended audience
3. Select and use a website design template to create a single web page
4. Enter or insert content for web pages so that it is ready for editing and formatting
5. Organise and combine information needed for web pages
6. Identify copyright and other constraints on using others' information
7. Identify what file types to use for saving content
8. Store and retrieve web files effectively, in line with local guidelines and conventions where available

Outcome 2   Be able to use website software tools to structure and format web pages

The learner can:

1. Identify what editing and formatting to use to aid both clarity and navigation
2. Select and use website features to help the user navigate simple websites
3. Use appropriate editing and formatting techniques
4. Check web pages meet needs, using IT tools and making corrections as necessary

Outcome 3   Be able to publish web pages to the Internet or an intranet

The learner can:

1. Upload content to a website
2. Respond appropriately to common problems when testing a web page

Unit 4520-178　　　　Word processing software

Level:　　　　**1**
Credit value:　**3**
UAN:　　　　　**L/502/4627**

Unit aim

The aim of this unit is to introduce some of the features and functions of word processing software. The learner will identify the types of information that is to be used within the application and then use the information in various formats to produce differing document's that incorporate a range of tools within the software. This will range from images, tables, forms and templates. The learner will also use differing formatting techniques to enhance their documents and make them suitable for printing.

Learning outcome

There are **three** learning outcomes to this unit. The learner will:

1. Be able to enter, edit and combine text and other information accurately within word processing documents
2. Be able to structure information within word processing documents
3. Be able to use word processing software tools to format and present documents

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-178   Word processing software

Assessment Criteria

Outcome 1   Be able to enter, edit and combine text and other information accurately within word processing documents

The learner can:

1. Identify what types of information are needed in documents
2. Identify what templates are available and when to use them
3. Use keyboard or other input method to enter or insert text and other information
4. Combine information of different types or from different sources into a document
5. Enter information into existing tables, forms and templates
6. Use editing tools to amend document content
7. Store and retrieve document files effectively, in line with local guidelines and conventions where available

Outcome 2   Be able to structure information within word processing documents

The learner can:

1. Create and modify tables to organise tabular or numeric information
2. Select and apply heading styles to text

Outcome 3   Be able to use word processing software tools to format and present documents

The learner can:

1. Identify what formatting to use to enhance presentation of the document
2. Select and use appropriate techniques to format characters and paragraphs
3. Select and use appropriate page layout to present and print documents
4. Check documents meet needs, using IT tools and making corrections as necessary

Unit 4520-179   Desktop publishing software

Level: **1**
Credit value: **3**
UAN: **Y/502/4565**

Unit aim

The aim of this unit is to introduce some of the principles behind using desktop publishing software. To do the is the learner will identify suitable information and use some of the tools and techniques within the application to produce a professional end product. In the process of doing this the learner will also learn about Copyright laws and how they can restrict the production of documents.

Learning outcome

There are **three** learning outcomes to this unit. The learner will:

1. Be able to select and use appropriate designs and page layouts for publications
2. Be able to input and combine text and other information within publications
3. Be able to use desktop publishing software techniques to edit and format publications

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?

Assessment is by a learner portfolio.

Unit 4520-179   Desktop publishing software
Assessment Criteria

Outcome 1   Be able to select and use appropriate designs and page layouts for publications

The learner can:

1. Identify what types of information are needed
2. Identify what page design and layout will be required
3. Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant
4. Select and use appropriate media for the publication

Outcome 2   Be able to input and combine text and other information within publications

The learner can:

1. Input information into publications so that it is ready for editing and formatting
2. Identify copyright constraints on using others' information
3. Organise and combine information of different types or from different sources in line with any copyright constraints
4. Store and retrieve publication files effectively, in line with local guidelines and conventions where available

Outcome 3   Be able to use desktop publishing software techniques to edit and format publications

The learner can:

1. Identify what editing and formatting to use for the publication
2. Select and use appropriate techniques to edit publications and format text
3. Manipulate images and graphic elements accurately
4. Control text flow within single and multiple columns and pages
5. Check publications meet needs, using IT tools and making corrections as necessary

Unit 4520-180   Design software

Level: **1**
Credit value: **3**
UAN: **M/502/4572**

Unit aim
The aim of this unit is to introduce the learner to design application software. In order to achieve this, the learner will identify what designs are needed and then decide upon a design layout to meet those needs. The learner will also learn about styles and where to obtain the details that are required to create the designs. The learner will learn how to store and retrieve their designs correctly.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:
1. Be able to obtain, insert and combine information for designs
2. Be able to use design software tools to create, manipulate and edit designs

Guided learning hours
Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

How is this unit assessed?
Assessment is by a learner portfolio.

Unit 4520-180   Design software

Assessment Criteria

Outcome 1   Be able to obtain, insert and combine information for designs

The learner can:
1. Identify what designs are needed
2. Obtain, input and prepare designs to meet needs
3. Identify what generic copyright and other constraints apply to the use of designs
4. Combine information of different types or from different sources for designs
5. Identify the context in which the designs will be used
6. Identify which file format to use for saving and exchanging designs
7. Store and retrieve files effectively, in line with local guidelines and conventions where available

Outcome 2   Be able to use design software tools to create, manipulate and edit designs

The learner can:
1. Use suitable tools and techniques to create designs
2. Use appropriate tools and techniques to manipulate and edit designs
3. Check designs meet needs, using IT tools and making corrections as necessary

Appendix 1   Glossary

Agree	to reach a joint decision (with one or more person(s))
Analyse	to study or examine a topic in detail, in order to discover more about it
Annotation	words/notes written on material (eg photographs or text) usually to personalise or clarify the material
Assessor observation	written evidence produced by the assessor to record what they have observed the learner doing
Attitude	the way a person views something (NB learners do not have to distinguish between skills, qualities and attitudes)
Learner portfolio	see 'portfolio'
Learner statement	information provided by the learner which can be handwritten, typed or presented as a video or audio recording
Choose	select from a number of alternatives
Decide	reach a decision eg by considering options (these options may be suggested by the learner or another person)
Define	say (orally or in writing) what the meaning of something, especially a word, is (eg defining a particular term)
Demonstrate	show how something should be done. This is evidence of performance.
Describe	give details, to say or write what someone or something is like
Evaluate	to judge or calculate the quality, importance, amount or value of something
Explain	to make something clear or easy to understand by describing or giving information about it
Identify	to recognise something (or someone) and say (or prove) what (or who) they are
List	to make a list of at least two items. This could be a written list produced by the learner (eg hand written, using ICT, by highlighting or cutting and pasting from given source materials). Oral evidence could be recorded as an assessor observation, audio recording or a record of questioning.
Outline	give a general explanation or description without detail
Portfolio	a collection of evidence which meets the assessment criteria. This can be paper based and/or stored electronically (ie e-portfolio).
Qualities	distinguishing characteristics or attributes; a feature of personality (NB learners do not have to distinguish between skills, qualities and attitudes)
Range	at least three
Research	find information eg from a variety of oral and/or written sources
Skill	special ability or expertise, often acquired through training (NB learners do not have to distinguish between skills, qualities and attitudes)
State	can be written or oral evidence. Evidence for oral contribution could be an assessor record of questioning.
UAN	Unit accreditation number
Use	to put something such as a tool or skill to a particular purpose
Witness statement	written evidence produced by someone other than the assessor to record what they have observed the learner doing

Appendix 2   Change detail

Version and date	Change detail	Section
1.1 Oct 2012	Amendment to the credit value for unit 208	Structure of the units
2.0 Jan 2013	Missing Units 190 & 191 Added	Structure of the units
2.1 March 2013	Amendment to GLH for unit 214 and corrected unit formatting.	Structure of the units
3.0 October 2013	Missing Unit 360 added.	Structure of the units
3.1 January 2014	Correct GLH and credit value of unit 220	Units
3.2 March 2014	Corrected assessment criteria 2.1 in unit 308 to match Ofqual Register	Units
3.3 March 2014	Corrected UAN number for unit 304	Units
4.0 June 2014	Units 501 – 505 units added	Structure of the units
6.0 December 2015	Units 438-451 and 580 added.	Structure of the units
	Unit 288 – assessment method corrected to Portfolio Unit 384 title corrected Unit 416 title corrected Unit 580 credit value corrected to 14	Units
7.0 February 2017	Unit 4520-416 title corrected	
8.0 February 2022	Units deleted and added as part of a structural amendment to the qualification. References to e-skills UK removed. Minor amendments to text for clarity.	Units

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes ILM (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).