Handbook

ISCE3 – VTCT (Skillsfirst) Entry Level Certificate in IT Skills for Work (Entry 3)(RQF)

601/0371/1

Version 6.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Entry Level Certificate in IT Skills for Work (Entry 3)(RQF)
Qualification number	601/0371/1
Product code	ISCE3
Age range	There are no age limits attached to learners undertaking this qualification.
Credits	13
Total Qualification Time (TQT)	130
Guided Learning (GL) hours	106
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs. They are designed to meet the needs of learners who wish to seek, gain and retain employment or progress to further learning, allow learners to learn, develop and practise the skills required for employment and provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence.

The units included within the qualification will allow learners to develop knowledge and skills which will prove invaluable toward their own personal and career development.

2.2 Progression opportunities

On completion of the Entry Level Certificate in IT Skills for Work (Entry 3) (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 1 Certificate in Skills for Employment (RQF)
- Level 1 Certificate in Developing Employability Skills (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Entry Level Certificate in IT Skills for Work (Entry 3) (RQF) learners must achieve all mandatory units. All **13** credits must be achieved.

The minimum TQT required to achieve this qualification is **130**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 13				
ITE1	Computer basics	Entry 3	1	Y/502/0189
DP1	Planning for progression	Entry 3	3	Y/501/6921
DP3	Career planning and making applications	Entry 3	3	H/501/6923
DP37	Conduct at work	Entry 3	1	A/507/9154
WO92	Searching for a Job	Entry 3	1	F/503/2806
ITE2	Using email	Entry 3	1	J/502/0172
ITE3	Using the internet	Entry 3	1	F/502/0171
ITE4	Word processing software	Entry 3	2	A/502/0167

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/ verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Entry Level Certificate in IT Skills for Work (Entry 3)(RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement

- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. For this qualification, simulation can be used as an assessment method in all units.

Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.

- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

ITE1 – Computer basics

Unit reference number: Y/502/0189

> **Level: Entry 3**
> **Credit value: 1**
> **Guided Learning (GL) hours: 5**

Unit aim

This unit is based on the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding about the fundamentals of computing, the components of a computer, operating system basics and how to use a mouse and a keyboard.

Learning outcomes

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

LO1 Understand basic computer parts and key input devices

LO2 Understanding common computer terminology

LO3 Understanding computer performance and features

LO4 Understanding computer operating systems

LO5 Understand career opportunities for those who are IT literate

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Details of the relationship between the unit and relevant national standards

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand basic computer parts and key input devices	1.1 Describe the importance of computers in today's world
	1.2 Identify the main parts of a computer
	1.3 Identify the steps for starting and shutting down a computer
	1.4 Identify the different groups of keys on a keyboard
	1.5 Perform different tasks by using a mouse

Learning Outcome	Assessment Criteria
LO2 Understanding common computer terminology	2.1 Identify the primary hardware components of a computer
	2.2 Explain an operating system
	2.3 Explain programs and data
	2.4 Describe a network and the types of networks
	2.5 Explain the terms internet, world wide web, and intranet

Learning Outcome	Assessment Criteria
LO3 Understanding computer performance and features	3.1 Compare the features of different types of computers
	3.2 Explain the role of memory
	3.3 Explain the basics of computer performance
	3.4 Describe the types of productivity programs and their uses
	3.5 Describe the types of communication programs and their uses
	3.6 Describe the uses of educational and entertainment programs

Learning Outcome	Assessment Criteria
LO4 Understanding computer operating systems	4.1 Explain the common functions of an operating system
	4.2 Identify the main components of the interface
	4.3 Explain the options available at start up
	4.4 Work with the interface within programs
	4.5 Manage files and folders
	4.6 Perform basic file operations

Learning Outcome	Assessment Criteria
LO5 Understand career opportunities for those who are IT literate	5.1 Describe how computers have become a central part of everyday life
	5.2 Identify the career opportunities available for a computer-literate person

ITE1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DP1 – Planning for progression
Unit reference number: Y/501/6921

Level: Entry 3
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand own study or training programme

LO2 Know the facilities and support available in the place of study or training

LO3 Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work

LO4 Be able to agree an action plan for self-improvement

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- Personal strengths are qualities, attitudes and transferable skills necessary or desirable for learning and work.
- Skills might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.
- Qualities might include: being honest, punctual, conscientious, attentive to detail, polite, hard working
- Attitudes might include: being positive, motivated.
- An action plan includes: the targets, the activities needed to achieve the targets (action points), timescales and deadlines.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own study or training programme	1.1 Identify what he/she aims to achieve by the end of the study or training programme
	1.2 Describe what he/she needs to do in order to follow the programme
	1.3 Identify the centre rules and regulations that affect him/her as a learner

Learning Outcome	Assessment Criteria
LO2 Know the facilities and support available in the place of study or training	2.1 List the facilities provided in the place of study or training
	2.2 Identify the support available for learners

Learning Outcome	Assessment Criteria
LO3 Recognise personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 Identify positive qualities and attitudes needed for learning and work
	3.2 List his/her own personal strengths
	3.3 Give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing

Learning Outcome	Assessment Criteria
LO4 Be able to agree an action plan for self-improvement	4.1 Identify areas for improvement with an appropriate person
	4.2 Contribute towards an action plan or contract

DP1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DP3 – Career planning and making applications

Unit reference number: H/501/6923

Level: Entry 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to help the learner to be able to recognise and apply for a suitable job, training programme or course.

Learning outcomes

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

LO1 Be able to agree a suitable career pathway

LO2 Know where to look for a job, training programme or course

LO3 Be able to recognise suitable jobs or training opportunities

LO4 Be able to apply for a job, training placement or course

LO5 Understand the interview process

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A career pathway includes long term aspirations as well as short term goals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to agree a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 List possible career options
	1.3 Agree a suitable career pathway

Learning Outcome	Assessment Criteria
LO2 Know where to look for a job, training programme or course	2.1 List sources of information for job vacancies, training programmes or courses

Learning Outcome	Assessment Criteria
LO3 Be able to recognise suitable jobs or training opportunities	3.1 List own personal skills and achievements that will help in getting a job or a training course
	3.2 List a range of jobs or training opportunities
	3.3 Match own skills and achievements to the range of jobs or training opportunities

Learning Outcome	Assessment Criteria
LO4 Be able to apply for a job, training placement or course	4.1 Obtain an application form and/or job details
	4.2 Complete the application

Learning Outcome	Assessment Criteria
LO5 Understand the interview process	5.1 List what needs to be considered in preparation for the interview
	5.2 Observe or take part in a real or simulated interview
	5.3 Give one example of effective and one example of ineffective interview practice

DP3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DP37 – Conduct at work

Unit reference number: A/501/6331

Level: Entry 3
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.

Learning outcomes

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

LO1 Know about appropriate conduct for the workplace

LO2 Be able to demonstrate good conduct

LO3 Be able to carry out a review of own conduct

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues
	2.2 Dress appropriately for work

Learning Outcome	Assessment Criteria
LO3 Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so well

DP37 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

WO92 – Searching for a job
Unit reference number: F/503/2806

Level: Entry 3
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.

Learning outcomes

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

LO1 Know sources of information for potential employment

LO2 Know own skills and abilities for employment

LO3 Be able to search for job vacancies from given sources

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know sources of information for potential employment	1.1 Identify different sources of information about potential employment

Learning Outcome	Assessment Criteria
LO2 Know own skills and abilities for employment	2.1 Identify own skills and abilities for employment

Learning Outcome	Assessment Criteria
LO3 Be able to search for job vacancies from given sources	3.1 Identify the key features of a job from an advert
	3.2 Identify job vacancies to match own skills, abilities and interests from given sources of information

WO92 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ITE2 – Using email

Unit reference number: J/502/0172

> **Level: Entry 3**
> **Credit value: 1**
> **Guided Learning (GL) hours: 10**

Unit aim

This unit is about the ability to make the best use of e-mail software to safely and securely send, receive and store messages.

Learning outcomes

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

LO1 Use email software tools to send and compose messages

LO2 Manage incoming email

LO3 Respond to common problems when using email

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Details of the relationship between the unit and relevant national standards

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use email software tools to send and compose messages	1.1 Use software tools to compose e-mail messages
	1.2 Attach a file to an email message
	1.3 Send and receive email messages using appropriate tools
	1.4 Identify how to stay safe and respect others when using email

Learning Outcome	Assessment Criteria
LO2 Manage incoming email	2.1 Follow guidelines and procedures for using email
	2.2 Identify when to respond to email messages
	2.3 Read and respond to email messages
	2.4 Store email messages appropriately for future use

Learning Outcome	Assessment Criteria
LO3 Respond to common problems when using e-mail	3.1 Respond to common email problems
	3.2 Identify where to get expert advice to solve a problem

ITE2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ITE3 – Using the internet

Unit reference number: F/502/0171

Level: Entry 3
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

This unit is about the ability to set up and use appropriate connection methods to access the internet and make the best use of software tools and techniques to search for, retrieve and exchange information using a browser or public search engine.

Learning outcomes

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

LO1 Connect to the internet

LO2 Use browser software to navigate webpages

LO3 Use browser tools to search for information from the internet and the world-wide web or an intranet

LO4 Use browser software to communicate information online

LO5 Follow and understand the need for safety and security practices when working online

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Details of the relationship between the unit and relevant national standards

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Connect to the internet	1.1 Get online with an internet connection
	1.2 Identify at least two types of connection methods that can be used to access the internet

Learning Outcome	Assessment Criteria
LO2 Use browser software to navigate webpages	2.1 Use browser tools to navigate web pages
	2.2 Use browser help facilities to solve problems
	2.3 Identify why you might need to change settings to aid navigation

Learning Outcome	Assessment Criteria
LO3 Use browser tools to search for information from the Internet and the world-wide web or an intranet	3.1 Use appropriate search techniques to locate information
	3.2 Use references to make it easier to find information another time
	3.3 Identify a means of saving a page for quick access in the future

Learning Outcome	Assessment Criteria
LO4 Use browser software to communicate information online	4.1 Use tools to access and complete on-line forms
	4.2 Identify an opportunity to interact with a website

Learning Outcome	Assessment Criteria
LO5 Follow and understand the need for safety and security practices when working online	5.1 Work responsibly when working online
	5.2 Identify common threats to information security
	5.3 Keep information secure
	5.4 Manage personal access to online sources securely
	5.5 Identify common threats to user safety
	5.6 Follow relevant laws, guidelines and procedures for the use of the internet

ITE3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ITE4 – Word processing software

Unit reference number: A/502/0167

Level: Entry 3
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit is about the ability to use a software application designed for the creation, editing and production largely text-based documents.

Learning outcomes

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

LO1 Input text and edit word processing documents

LO2 Structure information within word processing documents

LO3 Use word processing software tools to format and present documents

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Details of the relationship between the unit and relevant national standards

This unit is endorsed by e-Skills UK, the Sector Skills Council for IT.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Input text and edit word processing documents	1.1 Use keyboard or other input method to enter or insert text
	1.2 Give examples of the types of document that you could create using a word processor
	1.3 Store and retrieve document files, in line with local guidelines
	1.4 Identify why you would use a word processor to create documents
	1.5 Use editing tools
	1.6 Identify editing used to aid meaning

Learning Outcome	Assessment Criteria
LO2 Structure information within word processing documents	2.1 Use appropriate templates to create a new document
	2.2 Identify the templates used
	2.3 Use appropriate page layout to present and print documents
	2.4 Name common items that can be used to affect page layout

Learning Outcome	Assessment Criteria
LO3 Use word processing software tools to format and present documents	3.1 Use appropriate techniques to format changes
	3.2 Identify formatting used to aid meaning
	3.3 Use appropriate techniques to format paragraphs
	3.4 Identify tools that can aid in checking documents for accuracy and consistency
	3.5 Check documents meet needs, using IT tools and making corrections as appropriate

ITE4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

ISCE3 Document History

Version	Issue Date	Changes	Role
v6.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator