

# Qualification Handbook

## BIIAB IT User (ITQ) Qualifications Handbook

BIIAB Level 2 Diploma in IT User Skills (ITQ) 601/6462/1

BIIAB Level 3 Diploma in IT User Skills (ITQ) 601/6466/9

Version 2

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## 1. About the BIIAB IT User (ITQ) qualifications

BIIAB has obtained accreditation to deliver these by Ofqual. The qualifications have a unique Qualification Number (QN) which is shown below.

Each unit within the qualifications will also have a unit regulation number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)
BIIAB Level 2 Diploma in IT User Skills (ITQ)	601/6462/1
BIIAB Level 3 Diploma in IT User Skills (ITQ)	601/6466/9

The IT User (ITQ) qualifications have been designed to allow learners to obtain and then demonstrate the knowledge and skills to work effectively and flexibly with IT.

## 2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### 3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details:

- Phone: 01276 684449
- Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

### 4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 5. BIIAB Level 2 Diploma in IT User Skills (ITQ) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Diploma in IT User Skills (ITQ) learners **must** gain a total of **38** credits. This consists of:

- **Minimum** total credit: **38**
- Mandatory group A **minimum** credit: **16**
- Optional Groups **minimum** credit: **22** from any group
- A minimum of **21 credits must** be achieved through the completion of units at Level 2 and above
- Units with the same title at different levels are **barred**.
- GLH: **290**
- TQT: **380**

Listed below are the qualification units.

### Mandatory Group A:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT1	J/502/4156	Improving Productivity Using IT	4	2	30	Portfolio
IT2	M/503/0498	Understanding the potential of IT	8	2	70	Portfolio
IT3	T/503/0499	Developing personal and team effectiveness using IT	4	2	30	Portfolio

### Optional Group AS: Audio Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT4	K/502/4389	Audio Software	2	1	15	Portfolio
IT5	D/502/4390	Audio Software	3	2	20	Portfolio
IT6	H/502/4391	Audio Software	4	3	30	Portfolio

### Optional Group BS: Bespoke Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT7	A/502/4395	Bespoke Software	2	1	15	Portfolio
CFAQ9	F/502/4396	Bespoke Software	3	2	20	Portfolio
CFAQ29	J/502/4397	Bespoke Software	4	3	30	Portfolio

## Optional Group CA: Computer Accounting Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT10	F/502/4401	Computerised Accounting Software	2	1	15	Portfolio
IT11	J/502/4402	Computerised Accounting Software	3	2	20	Portfolio
IT12	L/502/4403	Computerised Accounting Software	5	3	35	Portfolio

## Optional Group CF: IT Communication Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT13	D/502/4292	IT Communication Fundamentals	2	2	15	Portfolio
IT14	Y/502/4291	IT Communication Fundamentals	2	1	15	Portfolio

## Optional Group CT: Using Collaborative Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ65	A/502/4378	Using Collaborative Technologies	3	1	20	Portfolio
IT16	F/502/4379	Using Collaborative Technologies	4	2	30	Portfolio
IT17	T/502/4380	Using Collaborative Technologies	6	3	45	Portfolio

## Optional Group DB: Database Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT18	H/502/4553	Database Software	3	1	20	Portfolio
IT19	M/502/4555	Database Software	4	2	30	Portfolio
CFAQ35	T/502/4556	Database Software	6	3	45	Portfolio

## Optional Group DM: Data Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT21	A/502/4560	Data Management Software	4	3	30	Portfolio
IT22	F/502/4558	Data Management Software	2	1	15	Portfolio
CFAQ20	J/502/4559	Data Management Software	3	2	20	Portfolio

## Optional Group DP: Desktop Publishing Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT24	D/502/4566	Desktop Publishing Software	4	2	30	Portfolio
IT25	H/502/4567	Desktop Publishing Software	5	3	40	Portfolio
IT26	Y/502/4565	Desktop Publishing Software	3	1	20	Portfolio

## Optional Group DR: Drawing and Planning Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT27	A/502/4610	Drawing and Planning Software	3	2	20	Portfolio
IT28	F/502/4611	Drawing and Planning Software	4	3	30	Portfolio
IT29	J/502/4609	Drawing and Planning Software	2	1	5	Portfolio

## Optional Group DS: Design Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT30	A/502/4574	Design Software	5	3	40	Portfolio
IT31	M/502/4572	Design Software	3	1	20	Portfolio
IT32	T/502/4573	Design Software	4	2	30	Portfolio

## Optional Group EM: Using Email

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ42	J/502/4299	Using Email	2	1	15	Portfolio
CFAQ15	M/502/4300	Using Email	3	2	20	Portfolio
CFAQ30	T/502/4301	Using Email	3	3	20	Portfolio

## Optional Group IM: Imaging Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT36	J/502/4612	Imaging Software	3	1	20	Portfolio
IT37	L/502/4613	Imaging Software	4	2	30	Portfolio
IT38	R/502/4614	Imaging Software	5	3	40	Portfolio

## Optional Group IN: Using the Internet

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ61	A/502/4297	Using the Internet	4	2	30	Portfolio
IT40	F/502/4298	Using the Internet	5	3	40	Portfolio
CFAQ62	T/502/4296	Using the Internet	3	1	20	Portfolio

## Optional Group IS: IT Security for Users

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT42	D/502/4258	IT Security for Users	3	3	20	Portfolio

IT43	R/502/4256	IT Security for Users	1	1	10	Portfolio
IT44	Y/502/4257	IT Security for Users	2	2	15	Portfolio

## Optional Group MD: Using Mobile Devices

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT45	H/502/4374	Using Mobile IT Devices	2	1	15	Portfolio
IT46	K/502/4375	Using Mobile IT Devices	2	2	15	Portfolio

## Optional Group MM: Multimedia Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT47	D/502/4616	Multimedia Software	4	2	30	Portfolio
IT48	H/502/4617	Multimedia Software	6	3	45	Portfolio
IT49	Y/502/4615	Multimedia Software	3	1	20	Portfolio

## Optional Group OP: Optimise IT System Performance

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT50	D/502/4244	Optimise IT System Performance	2	1	15	Portfolio
IT51	H/502/4245	Optimise IT System Performance	4	2	30	Portfolio
IT52	K/502/4246	Optimise IT System Performance	5	3	40	Portfolio

## Optional Group PI: Personal Information Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT53	L/502/4370	Personal Information Management Software	2	2	15	Portfolio
IT54	Y/502/4369	Personal Information Management Software	2	1	15	Portfolio

## Optional Group PM: Project Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT55	H/502/4620	Project Management Software	5	3	40	Portfolio
IT56	K/502/4618	Project Management Software	3	1	20	Portfolio
IT57	M/502/4619	Project Management Software	4	2	30	Portfolio

## Optional Group PS: Presentation Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT58	K/502/4621	Presentation Software	3	1	20	Portfolio



CFAQ19	M/502/4622	Presentation Software	4	2	30	Portfolio
CFAQ34	T/502/4623	Presentation Software	6	3	45	Portfolio

### Optional Group SAF: Internet Safety for IT Users

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT61	H/502/9154	Internet Safety for IT users	3	1	20	Portfolio

### Optional Group SF: IT Software Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT62	L/502/4384	IT Software Fundamentals	3	1	20	Portfolio
IT63	R/502/4385	IT Software Fundamentals	3	2	20	Portfolio

### Optional Group SI: Set Up an IT System

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT64	L/502/4210	Set Up an IT System	4	2	30	Portfolio
IT65	R/502/4211	Set Up an IT System	5	3	40	Portfolio
IT66	Y/502/4209	Set Up an IT System	3	1	20	Portfolio

### Optional Group SP: Specialist Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT67	A/502/4400	Specialist Software	4	3	30	Portfolio
IT68	L/502/4398	Specialist Software	2	1	15	Portfolio
IT69	R/502/4399	Specialist Software	3	2	20	Portfolio

### Optional Group SS: Spreadsheet Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT70	A/502/4624	Spreadsheet Software	3	1	20	Portfolio
CFAQ18	F/502/4625	Spreadsheet Software	4	2	30	Portfolio
CFAQ33	J/502/4626	Spreadsheet Software	6	3	45	Portfolio

### Optional Group UF: IT User Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT73	J/502/4206	IT User Fundamentals	3	1	20	Portfolio
IT74	L/502/4207	IT User Fundamentals	3	2	20	Portfolio

Optional Group WP: Word Processing Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ41	L/502/4627	Word Processing Software	3	1	20	Portfolio
CFAQ16	R/502/4628	Word Processing Software	4	2	30	Portfolio
CFAQ31	Y/502/4629	Word Processing Software	6	3	45	Portfolio

Optional Group WS: Website Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT78	L/502/4630	Website Software	3	1	20	Portfolio
CFAQ17	R/502/4631	Website Software	4	2	30	Portfolio
CFAQ32	Y/502/4632	Website Software	5	3	40	Portfolio

## 6. BIIAB Level 3 Diploma in IT User Skills (ITQ)

To achieve the BIIAB Level 3 Diploma in IT User Skills (ITQ) learners **must** gain a total of **39 credits**.

This consists of:

- **Minimum** total credit: **39**
- Mandatory group A **minimum** credit: **17**
- Optional Groups **minimum** credit: **22** from any group
- A minimum of **22 credits must** be achieved through the completion of units at Level 3 and above
- Units with the same title at different levels are **barred**
- GLH: **300**
- TQT: **390**

Listed below are the qualification units.

### Mandatory Group A:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT81	L/502/4157	Improving Productivity Using IT	5	3	40	Portfolio
IT82	D/503/0500	Understanding the Potential of IT	8	3	70	Portfolio
IT83	H/503/0501	Developing Personal and Team Effectiveness Using IT	4	3	30	Portfolio

### Optional Group AS: Audio Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT4	K/502/4389	Audio Software	2	1	15	Portfolio
IT5	D/502/4390	Audio Software	3	2	20	Portfolio
IT6	H/502/4391	Audio Software	4	3	30	Portfolio

### Optional Group BS: Bespoke Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT7	A/502/4395	Bespoke Software	2	1	15	Portfolio
CFAQ9	F/502/4396	Bespoke Software	3	2	20	Portfolio
CFAQ29	J/502/4397	Bespoke Software	4	3	30	Portfolio

## Optional Group CA: Computer Accounting Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT10	F/502/4401	Computerised Accounting Software	2	1	15	Portfolio
IT11	J/502/4402	Computerised Accounting Software	3	2	20	Portfolio
IT12	L/502/4403	Computerised Accounting Software	5	3	35	Portfolio

## Optional Group CF: IT Communication Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT13	D/502/4292	IT Communication Fundamentals	2	2	15	Portfolio
IT14	Y/502/4291	IT Communication Fundamentals	2	1	15	Portfolio

## Optional Group CT: Using Collaborative Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ65	A/502/4378	Using Collaborative Technologies	3	1	20	Portfolio
IT16	F/502/4379	Using Collaborative Technologies	4	2	30	Portfolio
IT17	T/502/4380	Using Collaborative Technologies	6	3	45	Portfolio

## Optional Group DB: Database Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT18	H/502/4553	Database Software	3	1	20	Portfolio
IT19	M/502/4555	Database Software	4	2	30	Portfolio
CFAQ35	T/502/4556	Database Software	6	3	45	Portfolio

## Optional Group DM: Data Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT21	A/502/4560	Data Management Software	4	3	30	Portfolio
IT22	F/502/4558	Data Management Software	2	1	15	Portfolio
CFAQ20	J/502/4559	Data Management Software	3	2	20	Portfolio

## Optional Group DP: Desktop Publishing Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT24	D/502/4566	Desktop Publishing Software	4	2	30	Portfolio
IT25	H/502/4567	Desktop Publishing Software	5	3	40	Portfolio
IT26	Y/502/4565	Desktop Publishing Software	3	1	20	Portfolio

## Optional Group DR: Drawing and Planning Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT27	A/502/4610	Drawing and Planning Software	3	2	20	Portfolio
IT28	F/502/4611	Drawing and Planning Software	4	3	30	Portfolio
IT29	J/502/4609	Drawing and Planning Software	2	1	5	Portfolio

## Optional Group DS: Design Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT30	A/502/4574	Design Software	5	3	40	Portfolio
IT31	M/502/4572	Design Software	3	1	20	Portfolio
IT32	T/502/4573	Design Software	4	2	30	Portfolio

## Optional Group EM: Using Email

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ42	J/502/4299	Using Email	2	1	15	Portfolio
CFAQ15	M/502/4300	Using Email	3	2	20	Portfolio
CFAQ30	T/502/4301	Using Email	3	3	20	Portfolio

## Optional Group IM: Imaging Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT36	J/502/4612	Imaging Software	3	1	20	Portfolio
IT37	L/502/4613	Imaging Software	4	2	30	Portfolio
IT38	R/502/4614	Imaging Software	5	3	40	Portfolio

## Optional Group IN: Using the Internet

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ61	A/502/4297	Using the Internet	4	2	30	Portfolio
IT40	F/502/4298	Using the Internet	5	3	40	Portfolio
CFAQ62	T/502/4296	Using the Internet	3	1	20	Portfolio

## Optional Group IS: IT Security for Users

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT42	D/502/4258	IT Security for Users	3	3	20	Portfolio
IT43	R/502/4256	IT Security for Users	1	1	10	Portfolio
IT44	Y/502/4257	IT Security for Users	2	2	15	Portfolio

## Optional Group MD: Using Mobile Devices

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT45	H/502/4374	Using Mobile IT Devices	2	1	15	Portfolio
IT46	K/502/4375	Using Mobile IT Devices	2	2	15	Portfolio

## Optional Group MM: Multimedia Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT47	D/502/4616	Multimedia Software	4	2	30	Portfolio
IT48	H/502/4617	Multimedia Software	6	3	45	Portfolio
IT49	Y/502/4615	Multimedia Software	3	1	20	Portfolio

## Optional Group OP: Optimise IT System Performance

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT50	D/502/4244	Optimise IT System Performance	2	1	15	Portfolio
IT51	H/502/4245	Optimise IT System Performance	4	2	30	Portfolio
IT52	K/502/4246	Optimise IT System Performance	5	3	40	Portfolio

## Optional Group PI: Personal Information Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT53	L/502/4370	Personal Information Management Software	2	2	15	Portfolio
IT54	Y/502/4369	Personal Information Management Software	2	1	15	Portfolio

## Optional Group PM: Project Management Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT55	H/502/4620	Project Management Software	5	3	40	Portfolio
IT56	K/502/4618	Project Management Software	3	1	20	Portfolio
IT57	M/502/4619	Project Management Software	4	2	30	Portfolio

## Optional Group PS: Presentation Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT58	K/502/4621	Presentation Software	3	1	20	Portfolio
CFAQ19	M/502/4622	Presentation Software	4	2	30	Portfolio
CFAQ34	T/502/4623	Presentation Software	6	3	45	Portfolio

## Optional Group SAF: Internet Safety for IT Users

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT61	H/502/9154	Internet Safety for IT users	3	1	20	Portfolio

## Optional Group SF: IT Software Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT62	L/502/4384	IT Software Fundamentals	3	1	20	Portfolio
IT63	R/502/4385	IT Software Fundamentals	3	2	20	Portfolio

## Optional Group SI: Set Up an IT System

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT64	L/502/4210	Set Up an IT System	4	2	30	Portfolio
IT65	R/502/4211	Set Up an IT System	5	3	40	Portfolio
IT66	Y/502/4209	Set Up an IT System	3	1	20	Portfolio

## Optional Group SP: Specialist Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT67	A/502/4400	Specialist Software	4	3	30	Portfolio
IT68	L/502/4398	Specialist Software	2	1	15	Portfolio
IT69	R/502/4399	Specialist Software	3	2	20	Portfolio

## Optional Group SS: Spreadsheet Software

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT70	A/502/4624	Spreadsheet Software	3	1	20	Portfolio
CFAQ18	F/502/4625	Spreadsheet Software	4	2	30	Portfolio
CFAQ33	J/502/4626	Spreadsheet Software	6	3	45	Portfolio

## Optional Group UF: IT User Fundamentals

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT73	J/502/4206	IT User Fundamentals	3	1	20	Portfolio
IT74	L/502/4207	IT User Fundamentals	3	2	20	Portfolio

Optional Group WP: Word Processing Software

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
CFAQ41	L/502/4627	Word Processing Software	3	1	20	Portfolio
CFAQ16	R/502/4628	Word Processing Software	4	2	30	Portfolio
CFAQ31	Y/502/4629	Word Processing Software	6	3	45	Portfolio

Optional Group WS: Website Software

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
IT78	L/502/4630	Website Software	3	1	20	Portfolio
CFAQ17	R/502/4631	Website Software	4	2	30	Portfolio
CFAQ32	Y/502/4632	Website Software	5	3	40	Portfolio



## 7. Age Restriction

The BIIAB Level 2 Diploma in IT User Skills (ITQ) is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+.

The BIIAB Level 3 Diploma in IT User Skills (ITQ) is appropriate for use in the following age ranges:

- 16-18
- 19+.

## 8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the skills to work effectively within IT. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Qualifications relating to Professional Competence for IT and Telecoms Professionals
- Qualifications relating to ICT Systems and Principles for IT Professionals
- Employment opportunities and career progression.

## 9. Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### Assessment Strategy

#### Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be IT competent to a high level. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the National Occupational Standards, units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Expert Witnesses** – Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding.

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be IT competent to a high level. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be IT competent to a high level. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

### Evidence from Workplace Performance

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

### Knowledge tests and simulation

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- the use of knowledge tests has been agreed with the external verifier in advance
- the knowledge being tested matches that specified in the NOS
- a robust assessment methodology comparable to awarding body practices is used

Simulation of work tasks and activities must take place in a **realistic working environment**. A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Simulation can be used across all units, although it's preferable to use it in the mandatory unit.

Any simulation **must** be approved in advance by the External Quality Assurer, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

### Scenario-based assessment

Scenario-based assessment can be used for the unit IT1 Improving Productivity using IT (J/502/4156). In this type of assessment, the learner describes how IT can be used in response to a written situation.

Employers and providers can develop their own with approval from BIIAB. Where this occurs centres need to make sure that scenarios meet these criteria:

- the performance, knowledge and understanding assessed matches that specified in the relevant ITQ unit
- the level is sufficiently challenging
- the demands and constraints result in purposeful use of IT and, where relevant, reflect those that would arise in the real-world

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## 12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.



Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

#### **Access to the units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by People 1st, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](http://centrezon.bii.org)

#### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **13. Design and delivery**

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

## 14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## 15. Initial Registration

### Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## 16. Mandatory Units

The following units are mandatory for these qualifications. For access to all optional units please visit [www.biiab.org](http://www.biiab.org).

<b>Unit Title</b>	<b>Improving Productivity Using IT</b>	
<b>BIIAB Reference</b>	<b>IT1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>J/502/4156</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Plan, select and use appropriate IT systems and software for different purposes	1.1	Describe the purpose for using IT
	1.2	Describe the methods, skills and resources required to complete the task successfully
	1.3	Plan how to carry out tasks using IT to achieve the required purpose and outcome
	1.4	Describe any factors that may affect the task
	1.5	Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
	1.6	Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
	1.7	Describe any legal or local guidelines or constraints that may apply to the task or activity
2 Review and adapt the on-going use of IT tools and systems to make sure that activities are successful	2.1	Review on-going use of IT tools and techniques and change the approach as needed
	2.2	Describe whether the IT tools selected were appropriate for the task and purpose
	2.3	Assess strengths and weaknesses of final work
	2.4	Describe ways to make further improvements to work
	2.5	Review outcomes to make sure they match requirements and are fit for purpose
3 Develop and test solutions to improve the on-going use of IT tools and systems	3.1	Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency
	3.2	Describe ways to improve productivity and efficiency
	3.3	Develop solutions to improve own productivity in using IT
	3.4	Test solutions to ensure that they work as intended

<b>Unit Title</b>	<b>Understanding the potential of IT</b>	
<b>BIIAB Reference</b>	<b>IT2</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>8</b>	
<b>GLH</b>	<b>70</b>	
<b>Unit Reference No.</b>	<b>M/503/0498</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the impact of IT on business	1.1	Describe the potential of IT to improve internal and external communications.
	1.2	Describe the potential of IT to improve business processes
	1.3	Describe the possible positive and negative impact on employees of the deployment of IT.
2 Understand how new and emerging technologies can impact society and the individual.	2.1	Describe the benefits of new technologies on personal and social communication and interaction.
	2.2	Describe how IT can improve access to education and government services.
	2.3	Describe how IT can improve access to products and services.
	2.4	Identify possible drawbacks of new technologies for individuals and society.
3 Know how IT is being used in an organisation.	3.1	Describe the purpose of key components of the IT system (hardware, software and communications).
	3.2	Describe the roles and responsibilities of those involved in operating and supporting the IT function.
	3.3	Describe the guidelines and procedures for accessing IT help and support.
4 Know how the introduction of new IT tools and systems can affect an organisation.	4.1	Compare different approaches to introducing new IT tools and systems.
	4.2	Describe potential benefits from the introduction of new IT tools and systems.
	4.3	Describe methods used by manufacturers and publishers to control usage of digital content and devices.
5 Know the methods used to enhance IT security in an organisation.	5.1	Describe the main risks to data and personal security for IT users.
	5.2	Describe the types of control measures and policies organisations can put in place to maximise personal and data protection.
	5.3	Describe how organisations can exploit new developments in technology to improve cyber security.

<b>Unit Title</b>	<b>Developing personal and team effectiveness using IT</b>	
<b>BIIAB Reference</b>	<b>IT3</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>T/503/0499</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how IT can support personal development.	1.1	Describe how IT tools and systems can be used to manage time effectively.
	1.2	Identify IT tools and resources to support own learning and development.
	1.3	Describe how IT tools can support personal performance improvement.
2 Use IT to support personal development.	2.1	Create an action plan to improve own working practice.
	2.2	Participate in activities to meet personal development goals.
	2.3	Use appropriate IT tools to support personal performance improvement.
3 Know how IT can support the development of team effectiveness.	3.1	Describe the roles and responsibilities of team members.
	3.2	Describe how IT tools and systems can be used to improve team activities.
	3.3	Identify ways that IT can be used to overcome obstacles to effective teamwork.
4 Review use of IT for team or collaborative activities.	4.1	Review contribution of own use of IT to team activities.
	4.2	Provide feedback to others on their use of IT in a constructive and considerate manner.
	4.3	Review feedback from others on own use of IT.



<b>Unit Title</b>	<b>Improving Productivity Using IT</b>	
<b>BIIAB Reference</b>	<b>IT81</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>L/502/4157</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Plan, select and use appropriate IT systems and software for different purposes	1.1	Explain the purpose for using IT
	1.2	Analyse the methods, skills and resources required to complete the task successfully
	1.3	Analyse any factors that may affect the task
	1.4	Critically compare alternative methods to produce the intended outcome
	1.5	Develop plans for using IT for different tasks and purposes, including contingencies
	1.6	Select and use appropriate IT systems and software applications to produce effective outcomes
	1.7	Explain why different software applications could be chosen to suit different tasks, purposes and outcomes
	1.8	Explain any legal or local guidelines or constraints which apply to the task or activity
2 Evaluate the selection and use of IT tools to make sure that activities are successful	2.1	Critically compare the strengths and weaknesses of own and other people's final work
	2.2	Review on going use of IT tools and techniques and change the approach as needed
	2.3	Evaluate and test solutions to make sure they match requirements and are fit for purpose
	2.4	Be prepared to give feedback on other people's selection and use of IT tools
	2.5	Explain different ways to make further improvements to work
3 Devise solutions to improve the use of IT tools and systems for self and others	3.1	Evaluate the productivity and efficiency of IT systems and procedures used by self and others
	3.2	Research and advise on ways to improve productivity and efficiency
	3.3	Develop solutions that make a demonstrable improvement to the use of IT tools and systems
	3.4	Test solutions to make sure that they work as intended
	3.5	Recommend improvements to IT systems and procedures that increase productivity

<b>Unit Title</b>	<b>Understanding the Potential of IT</b>	
<b>BIIAB Reference</b>	<b>IT82</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>8</b>	
<b>GLH</b>	<b>70</b>	
<b>Unit Reference No.</b>	<b>D/503/0500</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how IT is transforming business and industry	1.1	Explain the potential of IT to transform data management and business processes.
	1.2	Explain how environmental issues can affect the use of IT in business and industry.
	1.3	Evaluate how social and collaborative technologies are transforming business and industry
2 Understand the impact of the Internet and mobile communications on society and the individual.	2.1	Explain how technology is transforming personal and social communication and interaction.
	2.2	Describe the main barriers to take-up or adoption of digital technologies by individuals and groups.
	2.3	Describe measures to increase accessibility to digital information.
3 Understand how IT is used in an organisation.	3.1	Describe the movement and transfer of information in key technology-enabled business processes using appropriate IT tools to illustrate the information flow.
	3.2	Explain the principles of interaction between key components of the IT system (hardware, software and communications).
	3.3	Review how the use of bespoke and/or specialist systems contribute to organisational success
4 Understand the effect of introducing new IT tools and systems in an organisation.	4.1	Evaluate key factors influencing the successful introduction of new IT tools and systems.
	4.2	Recommend a development in IT tools or systems for IT users highlighting the benefits, risks, opportunities and costs.
5 Understand the methods used to enhance IT security in an organisation.	5.1	Evaluate the main risks to IT security.
	5.2	Evaluate the control measures in place to maximise personal and data protection.
	5.3	Explain how organisations are using innovative systems and software to help improve cyber security.

<b>Unit Title</b>	<b>Developing Personal and Team Effectiveness Using IT</b>	
<b>BIIAB Reference</b>	<b>IT83</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>H/503/0501</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how IT can support personal development.	1.1	Describe how IT tools and resources can support own learning and development.
	1.2	Explain how IT tools and systems can be used to support personal performance improvement.
2 Use IT to support personal development	2.1	Implement IT tools and systems to support personal performance and time management.
	2.2	Develop and implement an action plan to use IT to improve own working practice.
3 Understand how IT can support the development of team effectiveness.	3.1	Describe the roles and responsibilities of team members.
	3.2	Explain how IT tools and systems can be used to enhance effective team communications and collaboration.
	3.3	Compare ways that IT can be used to overcome obstacles to effective teamwork.
4 Work as a member of a team to achieve defined goals and implement agreed plans.	4.1	Assess contribution of own use of IT to team activities.
	4.2	Provide feedback to others on their use of IT in a constructive and considerate manner.
	4.3	Review feedback from others on own performance and adapt behaviour where appropriate.
	4.4	Assist others to use new IT tools and systems.

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP