

Institute of Accountants and Bookkeepers

IAB LCCI Level 1 Certificate in Digital Skills

IAB Qualification Specification

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1. About IAB

Whilst the Institute of Accountants and Bookkeepers (IAB) was established in 1973, its history can be traced back to 1916.

The IAB was formed in 1973 by the Council of the Institute of Administrative Accountants to retain its links with its history by having an organization with Bookkeepers in its title, having been set up in 1916 as the Institute of Bookkeepers – being a professional body for bookkeepers, the present-day equivalent to the ‘in house’ Accountant working in industry and commerce.

The objective of the IAB was to offer basic qualifications in Bookkeeping at three levels, Preliminary, Intermediate and Final, with the final level being the equivalent to GCE A Level, a far cry from the breadth of qualifications now offered by the IAB, however this principle is firmly at the heart of the organisation.

In September 2022 the International Association of Bookkeepers (IAB) changed its name to the Institute of Accountants and Bookkeepers (IAB). This change was made to reflect the diversity of our membership and breadth of our qualification offering.

In 2023 the IAB celebrates its 50th year, the name change, specifically the word ‘institute’ endorses the heritage of the organisation and acknowledges the pioneering work that continues in education, Anti Money Laundering and the lobbying of legislation in government on behalf of the industry.

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2017 and 2019.

We represent our members at the following forums:

* HMRC Agent Support

- * HRMC Compliance Reform
- * HMRC Powers & Safeguarding
- * HMRC Guidance Strategy Forum
- * Anti-Money Laundering Supervisors Forum and Accountancy
- * AML Supervisors' Group
- * National Cross Sector SAR Forum and Advisory Reform
- * Accountancy Intelligence Expert Working Group (ISEWG)
- * Companies House Accountancy Stakeholder
- * Anti-Money Laundering Supervisors Forum (by AMLSF)
- * Accountancy AML Supervisors Group (AASG)

IAB LCCI offers a wide range of qualifications; they are available at Levels 1 to 4 across the following subject areas:

- Business Management and Development
- Finance and Accounting
- Sales and Marketing
- Personal and Professional Development
- Vocational and Work-Related Skills
- Data Analysis and Management
- Creative Arts and Design
- Sustainability and Corporate Responsibility

Recognition

The IAB team includes established academics from UK universities and industry experts who are responsible in overseeing our entire qualification development and assessment processes to meet our high standards.

We are regulated and approved by

- Ofqual (Office of the Qualifications and Examinations Regulation - England)
- CCEA (Northern Ireland).

We are a full member of Federation of Awarding Bodies (FAB).

All our qualifications represent the latest in professional standards and provide opportunities for students to develop professional expertise. IAB has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career.

- Our Professionally designed qualifications give you the knowledge and skills you need to excel as a professional manager
- IAB is a not-for-profit organisation and we offer cost-effective high-quality qualifications

- IAB's flexible & fast track routes to degrees/master's degrees are a less expensive route to gaining a qualification.
- Our Ofqual qualifications are recognised by colleges, universities, employers and governments around the world.
- For 50 years, learners around the world have been benefitting from IAB qualifications.

The qualifications have been designed to provide an ordered sequence of study that enables a student to progress from one academic level to another from UKHE recognised Level 4 (First Year undergraduate) to Level 6 (Final Year degree graduate) and a Level 7 Certificate (i.e. Postgraduate Masters taught modules).

LCCI IAB qualifications

LCCI qualifications are awarded by the IAB, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked.

LCCI qualifications are widely regarded by employers as preparing students to carry out the key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies such as the Association of Chartered Certified Accountants (ACCA).

This new and engaging range of qualifications has been developed in collaboration with professional bodies, employers and customers. We have conducted in-depth, independent consultation to ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees, and that the qualifications support progression pathways.

Why study with IAB

IAB has a 50 year history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. Our suite of Qualifications provides a realistic and broad opportunity for learners seeking career and professional development.

To develop our qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Our suite of qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

- We are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation);

- Our graduates are accepted into corresponding degree and master's top-up programmes with advanced standing;
- An affordable pathway to a UK degree and masters (top-up) programme than the universities;
- Flexible study option through approved delivery centres globally & online;
- The curriculum has a combination of academic and professional elements;
- Learners will gain the professional skills expected by global employers;
- Option to become a professional member upon completion of certain level of our qualifications; and
- Increased potential for international career opportunities.
- You will receive International Recognition by application of designated letters.
- Increased employability and earnings potential.
- Become part of a worldwide community of professionals.
- Leading the way in sustainability.
- No barriers to entry for qualifications.

About the qualification

This professional certificate has been designed to provide participants with an introductory knowledge of the use of digital skills within business environments. It will provide a comprehensive understanding of the key computer concepts and the use of appropriate software in the workplace.

This practical and interactive certification program has been specifically designed for professionals in a variety of positions, managers, trainees, apprentices and existing employees.

Pathways

The Level 1 Certificate has been carefully designed to generate interest for students in a variety of subjects at higher levels. Higher Level Certificates, therefore, offer two key pathways for study, i.e., a Business Pathway (with a focus on Management, Marketing and HR) or a Finance Pathway (with focus on Accounting and Financial (Risk) Management).

In either Certificate pathway, a student may also opt to refine their study further with optional themes of study, which enable individual students to build a portfolio of case studies through their pathway and option choices that will both suit their business needs and ambitions and enable differentiation from other graduates.

Progression

IAB's framework of business management qualifications runs from Level 1, right through to Level 7. You can enter at any level and progress all the way to Level 7, enabling you to accumulate the credits needed for a university top-up.

IAB has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 4 -7 qualifications to be considered for advanced entry into

corresponding degree year/top up and Master's/top-up programmes. Completion of this Level 1 Certificate will enable choice of a range of qualifications at Level 2 and beyond.

2. Qualification summary

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification title

IAB LCCI Level 1 Certificate in Digital Skills

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: xxx/xxxx/x.

For all regulated qualifications, we specify the total number of hours that learners are expected to undertake to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

This qualification has a recommended TQT value of 200 hours and a GLH of a minimum of 110 hours.

The learning hours for this qualification are as follows:

Guided Learning Hours (GLH)	Total Qualification Time (GLH)
110 hours	200 hours

Qualification objectives

Rationale

The purpose of the IAB LCCI IAB LCCI Level 1 Certificate in Digital Skills (VRQ) qualification is to give students a thorough foundation in the use of information technology within a business environment.

A review of the qualification requirements at this level identified the main functions of business computing. This qualification, therefore, includes content on these main functions:

- Fundamental computing concepts
- Use of word processing and spreadsheet applications
- Characteristics of database use and management
- Basic digital communications concepts

The IAB Digital Skills Qualification at Level 1 offer learners the opportunity to develop their skills and knowledge in using the tools, applications and functionality of digital devices. By digital devices we mean computers, laptops, phones and tablets. The qualification is designed to be flexible and enable complete customisation of the learning programme. The target groups for the qualifications are anyone wanting to develop their digital skills for work. The qualifications are mapped to the Department for Education's (DfE) Essential Digital Skills framework to provide these learners with a tailored learning experience and recognition of their wide-ranging achievements.

This specification is the key reference for centres who wish to offer the qualification.

The IAB LCCI Level 1 Certificate in Digital Skills(VRQ) will allow progression to other IAB qualifications and professional body qualifications, as well as supporting progression to the job market, for example to a bookkeeping and accounting role within a large company's finance department. The IAB LCCI IAB LCCI Level 1 Certificate in Digital Skills(VRQ) will support students who run their own business and who need to carry out their own administration using digital technologies and those already working in a business environment who would like to enhance their skills.

Eligibility Criteria

There are no formal entry requirements for this qualification.

Students may be studying in a local language, but the assessment will be in English. IAB recommends students have B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and be able to communicate responses effectively.

There are no entry requirements for these qualifications but it is expected that learners will own or have access to at least one digital device. Centres must undertake initial assessment activities with learners to ensure that the chosen qualification is appropriate and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning. These qualifications are available to learners aged 14 years or over.

Knowledge, skills and understanding requirements

Progression

IAB qualifications are designed to allow students to pursue different routes as outlined below.

Enter a chosen field of work, pursue a promotion, or change their field of work

The IAB LCCI Level 1 Certificate in Digital Skills supports progression into employment, for example to an office-based role in a company. The qualification also supports students who run their own businesses and who need to develop their computing skills and effective use of digital technologies, as well as those who are already working in a business environment and who would like to enhance their skills.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Progress to further study, such as the next level or externally with a professional body or education provider

This qualification allows progression to other IAB business and management qualifications, as well as qualifications in finance and accounting.

The following skills should be developed throughout the course of study.

Skills	Students Should:
	a) demonstrate effective knowledge and understanding of basic computer systems and applications
	b) use appropriate word processing and spreadsheet applications to manage information and support problem solving
	c) understand the basic principles of digital technologies used for communication

	d) effectively input data using a range of appropriate applications
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Staffing and physical resource requirements for Centres

The IAB in line with regulatory requirements has a Centre Agreement in place which covers the two-way obligations between the IAB as the Awarding Body and each Centre. A key section of this agreement is to ensure a professional approach to the delivery of teaching, learning and assessment, leading to be best learner experience.

Each Centre engaged with the IAB is required to ensure viable levels of staffing, managerial and financial resources are in place to enable it effectively and efficiently deliver the Qualifications as required by the Awarding Organisation.

RPL and APL

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions Localisation Qualification structure QAA benchmarking Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT).

Applicants without a degree, but with work experience in business management and business finance, at a sufficiently senior level in business organisations, or with other relevant experience, will also be considered according to the usual procedures for accreditation of prior/experiential learning (APL and RPL).

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

Qualification Time and Guided Learning hours

The Certificate therefore amounts to a minimum of 110 Guided Learning Hours, with additional hours of directed and self-directed study.

Modes of study

The Certificate may be studied Full Time or Part Time, depending on the suitability of the timetable organised by each study centre, or alternatively through individual learners' self-study.

Assessment

Overview of assessment

The assessment for this qualification consists of a combination of examinations and assignments:

- Three online, externally set and marked examinations, contributing to 55% of the overall grade of the qualification
- Three practical assignments undertaken by the centre to assess the learner's ability to use appropriate computer applications effectively
- Candidates will be graded Pass/Fail. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The examination questions comprise a combination of multiple choice and multiple response questions, as well as other formats
- Candidates answer all questions.
- Calculators may be used in the examination
- Bilingual dictionaries are permitted for use in the examination

Level	Module	Assessment	Weight
1	Computer Basics	Examination	15%
1	Word Processing Applications	Assignment	15%
1	Spreadsheet Applications	Assignment	15%
1	Digital Fundamentals	Examination	20%
1	Database Applications	Examination	20%
1	Digital Communication Fundamentals	Assignment	15%

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Grade descriptors

Grade	Pass	Fail
	40% and above	39% and below

Marking and moderation

Marking of assessments is usually undertaken by the module tutor. On occasion another marker may conduct the marking process.

Moderation is undertaken by a separate independent tutor, and is a process separate from the marking of assessments and acts as a filter, which ensures that an assessment outcome (e.g., mark and / or grade) is fair, valid, and reliable, and that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and throughout the academic year.

Moderation is planned to take place before External Examiners review the operation of the marking and internal moderation process.

Exam non-disclosure

The Certificate examinations are non-disclosed examination, which means that current exam questions and answers will not be published or divulged.

NOTE: Exam topics and/or format are subject to change as approved by The IAAP's Professional Certification Board

Reasonable adjustments and special considerations

The IAB, in line with regulatory requirements has a number of policies in place to ensure we support learners who may have specific needs, for example a form of disability.

As an awarding organisation, the IAB has a duty not to discriminate against individuals in relation to conferring qualifications in respect of the protected characteristics set out in the Equality Act 2010 (an Equality, Diversity and Inclusion Policy and Procedures are in place). The IAB will take steps when developing specifications, identifying the assessment criteria, and drafting assessment content to ensure that the impact on individuals with differing protected characteristics is minimised.

The duty for the IAB to make a reasonable adjustment will apply where assessment arrangements would put a learner who has a disability or learning need at a substantial disadvantage in comparison with a learner who does not have a disability or learning need. In such circumstances, the IAB is required to take steps to mitigate that disadvantage.

Appeals and enquiry of results

The IAB has an Enquiries and Appeals Policy in place which describes the process and procedures for enquiries about results and appeals against assessment decisions and Reasonable Adjustments and Special Considerations permissions.

Learners or centres may wish to submit an enquiry about results – for example, if results vary considerably from those expected. A clerical check of results may conclude the enquiry, or a learner/centre may decide to progress to appeal. An appeal against an assessment decision may be submitted without having already submitted an enquiry about results.

Where an associated investigation leads to the discovery of a failure in its assessment process, the IAB will take all reasonable steps to:

- identify any other learner who has been affected by the failure
- take corrective action or, where no corrective action can be taken, mitigate as far as possible the effect of the failure
- ensure that such a failure cannot reoccur.

Results and certification

Results and certification will be provided within a 3-month timescale. This period is allocated to enable the marking and moderation to take place.

Continuing Professional Education (CPE)

Upon certification, CMAs are required to maintain their knowledge and skills and stay abreast of improvements and current developments by satisfying CPE requirements.

Qualification Specifications

1	Qualification Title	Certificate in Digital Skills
2	Qualification Code	tbc
3	Level	1 – Professional qualification
4	Pre-requisite Module/s	not applicable
5	Outline	Achievement of these qualifications confirms that learners have gained the skills and knowledge required to participate in a digital society in everyday life and at work and to progress onto higher level or more specialist qualifications at Levels 2 and 3, as well as progressing into employment in office-based environments.
6	Course structure	The course consists of the following six modules: 1. Computer Basics 2. Word Processing Applications 3. Spreadsheet Applications 4. Digital Fundamentals 5. Database Applications 6. Digital Communication Fundamentals

Course modules

Module 1 - Computer Basics

GLH: 10 hours

Credits: 2

Learning Outcomes:

The aim of this module is provide learners with a basic understanding of computers. It is an introductory module providing useful but basic information.

At the end of this course, the learner will be familiar with computer parts and input devices and common computer terms, and should be able to describe their use. Learners will also understand the different features of types of computer, and different types of applications. In addition, the learner will be able to understand what an operating system is and know what career opportunities are available for computer literate people.

LO1 Know basic computer parts and key input devices	<i>Assessment criteria:</i> AC1.1 List the importance of computers in today's world AC1.2 Identify the main parts of a computer AC1.3 List the steps for starting and shutting down a computer AC1.4 Identify the different groups of keys on a keyboard AC1.5 Perform different tasks by using a mouse
LO2 Know common computer terminology	<i>Assessment criteria:</i> AC2.1 Identify the primary hardware components of a computer AC2.2 Identify what is meant by an operating system, software applications and data AC2.3 List examples of different types of networks AC2.4 Differentiate between the concepts of the internet and an intranet
LO3 Understand computer performance and features	<i>Assessment criteria:</i> AC3.1 List the features of different types of computers AC3.2 Outline the role of memory AC3.3 Outline the basics of computer performance AC3.4 List different types of applications

LO4 Understand computer operating systems	<i>Assessment criteria:</i> AC4.1 Identify the common functions of an operating system AC4.2 Identify the main components of the interface AC4.3 Work with an interface			
LO5 Know about career opportunities for those who are IT literate	<i>Assessment criteria:</i> AC5.1 Identify career opportunities available for a computer-literate person			
Transferable Skills (if applicable)	1	Information management and lifelong learning skills		
	2	Problem solving and decision-making skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type	Weighting	Duration
	1	Online examination	15%	45 mins

Module 2 - Word Processing Applications

GLH: 20 hours

Credits: 2

Learning Outcomes:

The aim of this unit is to ensure that learners know about creating, structuring and checking word processing documents.

The learner will create documents, enter, edit and format text, and will create and modify tables, insert and modify images and apply formatting to the content of documents.

The learner will be able to use tools to confirm that documents meet their intended purpose such as find and replace, spelling and grammar checking and use of print preview. They will also be able to share documents using a chosen method of communication.

LO1 Input text and edit word processing documents	<i>Assessment criteria:</i> AC1.1 Indicate examples of the types of document that can be created by a word processing application AC1.2 Create new documents and enter or insert text and numbers AC1.3 Explain how to open and close documents AC1.4 Explain how to save documents using correct file name conventions in line with local guidelines AC1.5 Explain how to retrieve document files
LO2 Format a word processing document	<i>Assessment criteria:</i> AC2.1 Use editing tools to delete text, cut, copy, move, align and paste text and numbers AC2.2 Use formatting tools to format text AC2.3 Apply formatting to paragraphs
LO3 Use word processing application tools to present documents	<i>Assessment criteria:</i> AC3.1 Identify tools that can aid in checking documents for accuracy and consistency AC3.2 Check documents meet needs, using IT tools and making corrections as appropriate

	AC3.3 Use appropriate page layout to present and print documents.			
Transferable Skills (if applicable)	1	Information management and lifelong learning skills		
	2	Problem solving and decision-making skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Practical assignment	15%	2,500 words

Module 3 - Spreadsheet Applications

GLH: 20 hours

Credits: 2

Learning Outcomes:

The aim of this module is to provide learners with the ability to use spreadsheet applications to create simple worksheets for education, entertainment or information sharing.

The learner is required to enter and edit numerical and other information using spreadsheets. They will also need to demonstrate the use of formulas, tools and techniques to summarise, display and present information

LO1 Enter and edit numerical and other information using spreadsheets	<i>Assessment criteria:</i> AC1.1 Enter and edit numerical and other information accurately AC1.2 Demonstrate an understanding of cell referencing AC1.3 Insert and delete rows and columns AC1.4 Adjust column width and row height to suit needs AC1.5 Store and retrieve spreadsheet files effectively, in line with local guidelines
LO2 Use appropriate formulas and tools to summarise and display spreadsheet information	<i>Assessment criteria:</i> AC2.1 Use formulas and tools as needed to summarise data and process information AC2.2 Apply formula to more than one cell using replicate tool AC2.3 Use tools and techniques to format the spreadsheet including: Cell formatting, numerical formatting. Use of format painter AC2.4 Explain how to move and copy data within the spreadsheet [Note that formulae could include but are not limited to: SUM, COUNT, AVERAGE, etc.]
LO3 Use tools and techniques to present spreadsheet information effectively	<i>Assessment criteria:</i> AC3.1 Explain how to sort and filter data AC3.2 Identify the chart or graph type used to display information AC3.3 Use tools to generate a chart or graph AC3.4 Select a page layout to present and print spreadsheet information

	AC3.5 Check spreadsheet information using IT tools making corrections as appropriate.			
Transferable Skills (if applicable)	1	Information management and lifelong learning skills		
	2	Problem solving and decision-making skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Practical assignment	15%	2,500 words

Module 4 - Digital Fundamentals

GLH: 25 hours

Credits: 3

Learning Outcomes:

The aim of this module is to provide learners with a basic understanding of digital systems and aspects of security.

The learner will look at the range of digital systems that allows for and provides different set-ups for different user needs in the workplace. The learner will understand fundamental ways to keep data safe and be able to access it quickly and easily. They will also understand file management and how this helps users with data security and access. The learner will also know about different methods of data storage and, once stored, that data needs to be kept safe from unauthorised users and from corruption. Information security and integrity are central to any organisation because of the risk of lost data files, hackers and viruses. The learner will explore this concept and how to implement simple security measures.

The coverage required by the unit could include start and shut down procedures, interface features such as window, dialogue box, scrollbar etc. File and folder handling together with various methods of storage should be explored. The general principles of staying safe on-line together with security of information should be discussed and covered as well as guidelines and procedures likely to be set by an employer or organisation such as health and safety, data protection and copyright. Responding to problems could look at the limit of the Learner's own understanding and knowing when and where to ask for expert advice.

LO1 Be able to interact with and use digital systems to meet needs	<i>Assessment criteria:</i> AC1.1 Use correct procedures to start and shutdown digital devices AC1.2 Use digital systems and interface features effectively to meet needs AC1.3 Use appropriate terminology when describing digital systems.
LO2 Be able to organise, store and retrieve information appropriately	<i>Assessment criteria:</i> AC2.1 Use files and folders to find and retrieve information AC2.2 Identify methods of storing information.
LO3 Know the need for safety and	<i>Assessment criteria:</i> AC3.1 Follow guidelines and procedures for the safe and secure use of

security practices.	digital systems			
	AC3.2 Identify when there is a need to keep information secure			
	AC3.3 Keep information secure and manage access to information sources securely			
	AC3.4 Identify why it is important to control access to hardware, software and data			
LO4 Be able to respond to common digital system problems.	<i>Assessment criteria:</i>			
	AC4.1 Respond to problems taking appropriate action or seeking advice where necessary			
	AC4.2 Identify where to get expert advice and help to solve problems			
Transferable Skills (if applicable)	1	Information management and lifelong learning skills		
	2	Problem solving and decision-making skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Online examination	20%	1 hour

Module 5 - Database Applications

GLH: 25 hours

Credits: 3

Learning Outcomes:

The aim of this module is to provide learners with the ability to use a software application designed to organise and store structured information and generate reports.

The learner will use basic database application tools and techniques to enter straightforward information, into databases, retrieve information and produce reports, using pre-defined templates.

LO1 Be able to enter simple, structured information in to databases	<i>Assessment criteria:</i> AC1.1 List basic components of databases AC1.2 Explain how to enter simple, structured data into database tables using specified fields AC1.3 Describe processes to check work for errors, amending as required AC1.4 Use appropriate file names to save completed work.	
LO2 Be able to use database application tools to produce pre-defined reports	<i>Assessment criteria:</i> AC2.1 Locate information within database files AC2.2 Generate and print pre-defined database reports	
Transferable Skills (if applicable)	1	Information management and lifelong learning skills
	2	Problem solving and decision-making skills
	3	Communication skills
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.	



	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Online examination	20%	1 hour

Module 6 - Digital Communication Fundamentals

GLH: 10 hours

Credits: 2

Learning Outcomes:

The aim of this module is to enable learners to use appropriate tools and techniques to find information and also to send and receive information using digital communication systems.

The learner will use a variety of sources of information as appropriate for their needs. This could include newspapers, books, text messages, internet, intranets, podcasts. Learners will consider copyright constraints on information and the effect of copyright law e.g. on music downloads or use of other people's images.

Learners will access, navigate and search for their information to develop their search techniques and ability to assess the fitness for purpose of the information found.

They will also need to develop skills to select, use and exchange information appropriately using digital tools including e-mails and real time communication methods such as video calling or instant messaging services.

LO1 Be able to use a variety of sources of information to meet needs	<i>Assessment criteria:</i> AC1.1 Use appropriate sources of digital and other forms of information to meet needs AC1.2 Identify different features of information AC1.3 Describe how to recognise copyright constraints on the use of information
LO2 Be able to access, search for, select and use internet-based information and assess its fitness for purpose	<i>Assessment criteria:</i> AC2.1 Use internet sources of information to access, navigate and search AC2.2 Use appropriate search techniques to locate and select relevant information AC2.3 Outline how the information meets requirements and is fit for purpose
LO3 Be able to select and use digital communication	<i>Assessment criteria:</i> AC3.1 Create, access, read and respond appropriately to e-mail

tools to exchange information	AC3.2 Maintain an address book and schedule activities			
	AC3.3 Describe when different methods of communication might be used			
	AC3.4 Use real time digital tools to communicate.			
	Assessment guidance and/or requirements : - AC 1.2 Different features of information could range from factual information to opinions, live or interactive information. - AC 3.3 Methods of communication include real time communication, and other forms such as e-mail or social media. - AC 3.4 Real time communication is when two or more individuals conduct conversations using digital means such as via an instant messaging service or video call.			
Transferable Skills (if applicable)	1	Information management and lifelong learning skills		
	2	Problem solving and decision-making skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.			
	A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Practical assignment	15%	2,500 words

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