Certificate in Digital Professional Expert

The Level 3 Certificate for Digital Professional Expert is a minimum of 180 Guided Learning Hours with 2 mandatory units and two optional units.

Mandatory Units: Improving Productivity Using IT and IT Security

RQF LEVEL DESCRIPTORS

[1]

Level 3

Level 3, Unit 1 - Improving Productivity Using IT (5 credits)

1. 1. Plan, select and use appropriate IT systems and software for different purposes	2. 2. Evaluate the selection and use of IT tools to make sure that activities are successful	3. 3. Devise solutions to improve the use of IT tools and systems for self and others
1.1 I can explain the purpose for using IT [2]	2.1 I can critically compare the strengths and weaknesses of own and other people's final work [3]	3.1 I can evaluate the productivity and efficiency of IT systems and procedures used by self and others [4]
1.2 I can analyse the methods, skills and resources required to complete the task successfully [5]	2.2 I can review ongoing use of IT tools and techniques and change the approach as needed [6]	3.2 I can research and advise on ways to improve productivity and efficiency [7]
1.3 I can analyse any factors that may affect the task [8]	2.3 I can evaluate and test solutions to make sure they match requirements and are fit for purpose [9]	3.3 I can develop solutions that make a demonstrable improvement to the use of IT tools and systems [10]
1.4 I can critically compare alternative methods to produce the intended outcome [11]	2.4 I can be prepared to give feedback on other people's selection and use of IT tools [12]	3.4 I can test solutions to make sure that they work as intended [13]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

1.5 I can develop plans for using IT for different tasks and purposes, including contingencies [14]

1.6 I can select and use appropriate IT systems and software applications to produce effective outcomes [17]

1.7 I can explain why different software applications could be chosen to suit different tasks, purposes and outcomes [18]

1.8 I can explain any legal or local guidelines or constraints which apply to the task or activity [19]

2.5 I can explain different ways to make further improvements to work [15]

3.5 I can recommend improvements to IT systems and procedures that increase productivity [16]

Level 3, Unit 4 - IT Security for Users (3 credits)

1. 1. Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data

1.1 I can evaluate the security issues that may threaten system performance [21]

1.2 I can select, use and evaluate a range of security precautions to protect IT systems and monitor security [22]

1.3 I can evaluate the threats to system and information security and integrity [23]

1.4 I can manage access to information sources securely to maintain confidentiality, integrity and availability of information [24]

1.5 I can explain why and how to minimise security risks to hardware, software and data for different users [25]

1.6 I can apply, maintain and develop guidelines and procedures for the secure use of IT [26]

1.7 I can select and use effective backup and archiving procedures for systems and data [27]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Level 3, Unit 7 - Word Processing Software (6 credits)

1. 1. Enter and combine text and other information accurately within word processing documents

1.1 I can summarise what types of information are needed for the document and how they should be linked or integrated [29]

1.2 I can use appropriate techniques to enter text and other types of information accurately and efficiently [32]

1.3 I can create, use and modify appropriate templates for different types of documents [35]

1.4 I can explain how to combine and merge information from other software or multiple documents [38]

1.5 I can combine and merge information within a document from a range of sources [41]

1.6 I can store and retrieve document and associated files effectively, in line with local guidelines and conventions where available [43]

1.7 I can select and use tools and techniques to work with multiple documents or users [45]

1.8 I can customise

2. 2. Create and modify appropriate layouts, structures and styles for word processing documents

2.1 I can analyse and explain the requirements for structure and style [30]

2.2 I can create, use and modify columns, tables and forms to organise information [33]

2.3 I can define and modify styles for document elements [36]

2.4 I can select and use tools and techniques to organise and structure long documents [39]

3. 3. Use word processing software tools and techniques to format and present documents effectively to meet requirements

3.1 I can explain how the information should be formatted to aid meaning [31]

3.2 I can select and use appropriate techniques to format characters and paragraphs [34]

3.3 I can select and use appropriate page and section layouts to present and print multi-page and multi-section documents [37]

3.4 I can check documents meet needs, using IT tools and making corrections as necessary [40]

3.5 I can evaluate the quality of the documents produced to ensure they are fit for purpose [42]

3.6 I can respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose [44]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

interface to meet needs
[46]

Level 3, Unit 10 - Presentation Software (6 credits)

1. 1. Input and combine text and other information within presentation slides

1.1 I can explain what types of information are required for the presentation [48]

1.2 I can enter text and other information using layouts appropriate to type of information [51]

1.3 I can insert charts and tables and link to source data [54]

1.4 I can insert images, video or sound to enhance the presentation [57]

1.5 I can identify any constraints which may affect the presentation [60]

1.6 I can organise and combine information for presentations in line with any constraints [63]

1.7 I can store and retrieve presentation files effectively, in line with local guidelines and conventions

2. 2. Use presentation software tools to structure, edit and format presentations

2.1 I can explain when and how to use and change slide structure and themes to enhance presentations [49]

2.2 I can create, amend and use appropriate templates and themes for slides [52]

2.3 I can explain how interactive and presentation effects can be used to aid meaning or impact [55]

2.4 I can select and use appropriate techniques to edit and format presentations to meet needs [58]

2.5 I can create and use interactive elements to enhance presentations [61]

2.6 I can select and use animation and transition techniques appropriately to enhance presentations [64]

3. 3. Prepare interactive slideshow for presentation

3.1 I can explain how to present slides to communicate effectively for different contexts [50]

3.2 I can prepare interactive slideshow and associated products for presentation [53]

3.3 I can check presentation meets needs, using IT tools and making corrections as necessary [56]

3.4 I can evaluate presentations, identify any quality problems and discuss how to respond to them [59]

3.5 I can respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose [62]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

where available [65]

Links to ITQ units

Entry Level	Level 1	Level 2	Level 3
Entry Level 1, Unit R - Registration [67]	Level 1, Unit R - Registration [68]	Level 2, Unit R - Registration [69]	Level 3, Unit R - Registration [70]
Entry Level 1, Unit 1 - Improving Productivity Using IT (1 credit) [71]	Level 1, Unit 1 - Improving Productivity Using IT (3 credits) [72]	Level 2, Unit 1 - Improving Productivity Using IT (4 credits) [73]	Level 3, Unit 1 - Improving Productivity Using IT (5 credits) [74]
Entry Level 1, Unit 2 - Using ICT to Select and Exchange Information (2 credits) [75]	Level 1, Unit 2 - Website Software (3 credits) [76]	Level 2, Unit 2 - Website Software (4 credits) [77]	Level 3, Unit 2 - Website Software (5 credits) [78]
Entry Level 1, Unit 3 - Online Basics (2 credits) [79]	Level 1, Unit 3 - Using Collaborative Technologies (3 credits) [80]	Level 2, Unit 3 - Using Collaborative Technologies (4 credits) [81]	Level 3, Unit 3 - Using Collaborative Technologies (6 credits) [82]
Entry Level 1, Unit 4 - Desktop Publishing Software (2 credits) [83]	Level 1, Unit 4 - IT Security for Users (1 credit) [84]	Level 2, Unit 4 - IT Security for Users (2 credits) [85]	Level 3, Unit 4 - IT Security for Users (3 credits) [86]
Entry Level 1, Unit 5 - Safe Working Practices (2 credits) [87]	Level 1, Unit 5 - Spreadsheet Software (3 credits) [88]	Level 2, Unit 5 - Spreadsheet Software (4 credits) [89]	Level 3, Unit 5 - Spreadsheet Software (6 credits) [90]
Entry Level 1, Unit 6 - Using ICT in the Workplace (2 credits) [91]	Level 1, Unit 6 - Specialist Software (2 credits) [92]	Level 2, Unit 6 - Specialist software (3 credits) [93]	Level 3, Unit 6 - Specialist Software (4 credits) [94]
Entry Level 1, Unit 7 - Imaging software (2 credits) [95]	Level 1, Unit 7 - Word Processing (3 credits) [96]	Level 2, Unit 7 - Word processing (4 credits) [97]	Level 3, Unit 7 - Word Processing Software (6 credits) [98]
Entry Level 1, Unit 8 - Using ICT Equipment in a Work Place (2 credits) [99]	Level 1, Unit 8 - Using the Internet (3 credits) [100]	Level 2, Unit 8 - Using the internet (4 credits) [101]	Level 3, Unit 8 - Using the Internet (5 credits) [102]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Entry Level 1, Unit 9 - Using Word Processing Software (2 credits) [103]	Level 1, Unit 9 - Drawing and planning (2 credits) [104]	Level 2, Unit 9 - Drawing and planning (3 credits) [105]	Level 3, Unit 9 - Drawing and Planning Software (4 credits) [106]
Entry Level 1, Unit 11 - Audio and Video Software (2 credits) [107]	Level 1, Unit 10 - Presentation Software (3 credits) [108]	Level 2, Unit 10 - Presentation software (4 credits) [109]	Level 3, Unit 10 - Presentation Software (6 credits) [110]
Entry Level 1, Unit 12 - Presentation Software (2 credits) [111]	Level 1, Unit 11 - Database Software (3 credits) [112]	Level 2, Unit 11 - Database software (4 credits) [113]	Level 3, Unit 11 - Database Software (6 credits) [114]
Entry Level 1, Unit 13 - Computer Games Development (2 credits) [115]	Level 1, Unit 12 - Desktop Publishing Software (3 credits) [116]	Level 2, Unit 12 - Desktop Publishing Software (4 credits) [117]	Level 3, Unit 12 - Desktop Publishing Software (5 credits) [118]
Entry Level 1, Unit 14 - Video Communication (2 credits) [119]	Level 1, Unit 13 - Using Email (2 credits) [120]	Level 2, Unit 13 - Using Email (3 credits) [121]	Level 3, Unit 13 - Using Email (3 credits) [122]
Entry Level 1, Unit 29 - Understand social media (2 credits) [123]	Level 1, Unit 14 - Audio Software (2 credits) [124]	Level 2, Unit 14 - Audio Software (3 credits) [125]	Level 3, Unit 14 - Audio Software (4 credits) [126]
Entry Level 2, Unit R - Registration [127]	Level 1, Unit 15 - Imaging Software (3 credits) [128]	Level 2, Unit 15 - Imaging Software (4 credits) [129]	Level 3, Unit 15 - Imaging Software (5 credits) [130]
Entry Level 2, Unit 1 - Improving Productivity Using IT (2 credits) [131]	Level 1, Unit 16 - IT Communication Fundamentals (2 credits) [132]	Level 2, Unit 16 - IT Communication Fundamentals (2 credits) [133]	Level 3, Unit 17 - Video Software (4 credits) [134]
Entry Level 2, Unit 2 - Using ICT to Select and Exchange Information (2 credits) [135]	Level 1, Unit 17 - Video Software (2 credits) [136]	Level 2, Unit 17 - Video Software (3 credits) [137]	Level 3, Unit 23 - Multimedia Software (6 credits) [138]
Entry Level 2, Unit 3 - Online Basics (2 credits) [139]	Level 1, Unit 18 - IT Software Fundamentals (3 credits) [140]	Level 2, Unit 18 - IT Software Fundamentals (3 credits) [141]	Level 3, Unit 24 - Additive Manufacture (6 credits) [142]
Entry Level 2, Unit 4 -Desktop Publishing Software (2 credits) [143]	Level 1, Unit 19 - IT User Fundamentals (3 credits) [144]	Level 2, Unit 19 - IT User Fundamentals (3 credits) [145]	Level 3, Unit 27 - Design Software (5 credits) [146]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Entry Level 2, Unit 5 - Using ICT: Safe Working Practices (1 credit) [147]	Level 1, Unit 20 - Using Mobile IT Devices (2 credits) [148]	Level 2, Unit 20 - Using Mobile IT Devices (2 credits) [149]	Level 3, Unit 28 - Optimise IT System Performance (5 credits) [150]
Entry Level 2, Unit 6 - Using ICT in the Workplace (3 credits) [151]	Level 1, Unit 21 - Data Management Software (2 credits) [152]	Level 2, Unit 21 - Data Management Software (3 credits) [153]	Level 3, Unit 29 - Set Up an IT System (5 credits) [154]
Entry Level 2, Unit 7 - Imaging software (2 credits) [155]	Level 1, Unit 22- Understanding the social and environmental impact of architecture and construction (3 credits) [156]	Level 2, Unit 22 -Understanding the social and environmental impact of architecture and construction (4 credits) [157]	Level 3, Unit 30 - Computer Aided Design (6 credits) [158]
Entry Level 2, Unit 8 - Using ICT Equipment in a Work Place (2 credits) [159]	Level 1, Unit 23 - Multimedia Software (3 credits) [160]	Level 2, Unit 23 - Multimedia Software (4 credits) [161]	Level 3, Unit 32 - Computerised Accounting Software (5 credits) [162]
Entry Level 2, Unit 9 - Using Word Processing Software (2 credits) [163]	Level 1, Unit 24 - Additive Manufacture (3 credits) [164]	Level 2, Unit 24 - Additive Manufacture (3 credits) [165]	Level 3, Unit 33 - Application Development Using Project Management Methods (6 credits) [166]
Entry Level 2, Unit 10 - ICT for Employment (1 credit) [167]	Level 1, Unit 25 - Developing Computer Games and Puzzles (4 credits) [168]	Level 2, Unit 25 - Developing Computer Games and Puzzles (4 credits) [169]	Level 3, Unit 37 - Internet of Things (6 credits) [170]
Entry Level 2, Unit 11 - Audio and Video Software (2 credits) [171]	Level 1, Unit 26 - Computer Games Development (3 credits) [172]	Level 2, Unit 26 - Computer Games Development (4 credits) [173]	Level 3, Unit 40 - Cloud Based Services and Applications (5 credits) [174]
Entry Level 2, Unit 12 - Presentation Software (2 credits) [175]	Level 1, Unit 27 - Design Software (3 credits) [176]	Level 2, Unit 27 - Design Software (4 credits) [177]	Level 3, Unit 41 - Cloud Based Systems and Security (5 credits) [178]
Entry Level 2, Unit 14 - Video Communication (2 credits) [179]	Level 1, Unit 28 - Optimise IT System Performance (2 credits) [180]	Level 2, Unit 28 - Optimise IT System Performance (4 credits) [181]	Level 3, Unit 42 - Undertaking a RealWorld Project (5 credits) [182]
Entry Level 2, Unit	Level 1, Unit 29 -	Level 2, Unit 29 -	Level 3, Unit 44 -

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

16 - Using Collaborative Technologies (2 credits) [183]	Set Up an IT System (3 credits) [184]	Set Up an IT System (4 credits) [185]	Bespoke Software (4 credits) [186]
Entry Level 2, Unit 26 - Computer Games Development (2 credits) [187]	Level 1, Unit 30 - CAD (3 credits) [188]	Level 2, Unit 30 - CAD (3 credits) [189]	Level 3, Unit 57 - Networking Fundamentals (5 credits) [190]
Entry Level 2, Unit 29 - Understand social media (2 credits) [191]	Level 1, Unit 31 - Internet Safety for IT users (3 credits) [192]	Level 2, Unit 32 - Computerised Accounting Software (3 credits) [193]	Level 3, Unit 60 - Cisco CCNA 1 – Introduction to Networks (6 credits) [194]
Entry Level 2, Unit 32 - Website Software (2 credits) [195]	Level 1, Unit 32 - Computerised Accounting Software (2 credits) [196]	Level 2, Unit 33 - Application Development Using Project Management Methods (4 credits) [197]	Level 3, Unit 61 - Cisco CCNA 2 – Routing and Switching (6 credits) [198]
Entry Level 2, Unit 36 - Specialist Software (2 credits) [199]	Level 1, Unit 36 - Financial Modelling (3 credits) [200]	Level 2, Unit 34 - Developing skills for project management (4 credits) [201]	Level 3, Unit 62 - Cisco CCNA 3 – Scaling Networks (6 credits) [202]
Entry Level 3, Unit R - Registration [203]	Level 1, Unit 38 - Animation Software (3 credits) [204]	Level 2, Unit 35 - Using Project Management Software (4 credits) [205]	Level 3, Unit 63 - Cisco CCNA 4 – Connecting Networks (6 credits) [206]
Entry Level 3, Unit 1 - Improving Productivity Using IT (3 credits) [207]	Level 1, Unit 39 - Digital Art (3 credits) [208]	Level 2, Unit 38 - Animation Software (4 credits) [209]	Level 3, Unit 64 - Cisco – CCNA Security (6 credits) [210]
Entry Level 3, Unit 2 - Online Basics (1 credit) [211]	Level 1, Unit 43 - E-safety for learners (2 credits) [212]	Level 2, Unit 39 - Digital Art (4 credits) [213]	Level 3, Unit 65 - Cisco – CyberSecurity Essentials (6 credits) [214]
Entry Level 3, Unit 3 - Desktop Publishing Software (2 credits) [215]	Level 1, Unit 50 - Developing skills for remote working (3 credits) [216]	Level 2, Unit 43 - E-safety for learners (3 credits) [217]	Level 3, Unit 66 - Cisco – IT Essentials (6 credits) [218]
Entry Level 3, Unit 4 - Displaying Information Using ICT (3 credits) [219]	Level 1, Unit 51 - Effectiveness communication using remote	Level 2, Unit 50 - Developing skills for remote working (3 credits) [221]	Level 3, Unit 67 - Cisco – Networking Essentials (6 credits) [222]

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

systems (4 credits) [220]

Entry Level 3, Unit 5 - Using ICT to Find Information (3 credits) [223]

Level 1, Unit 102 - Digital Editing and Publishing (4 credits) [224]

Level 2, Unit 51 - Effectiveness communication using remote systems (4 credits) [225]

Entry Level 3, Unit 6 - Communicating Information Using ICT (3 credits) [226]

Level 1, Unit 103 - Digital Modelling (4 credits) [227]

DELLevel 2, Unit 70 - Understanding of Cyber Security and Online Threats (3 credits) [228]

Entry Level 3, Unit 7 - Producing Charts Using ICT (3 credits) [229]

Level 1, Unit 105 - Digital Design and Graphics (4 credits) [230]

DELLevel 2, Unit 71 - Analysing and Evaluating Cyber Threats (3 credits) [231]

Entry Level 3, Unit 8 - IT Security for users (1 credit) [232]

DELLevel 2, Unit 72 - Applying and Deploying Security Tools and Best Practice (3 credits) [233]

Entry Level 3, Unit 10 - Presentation software (2 credits) [234]

DELLevel 2, Unit 73 - Extended Project: Securing and Defending Online Systems (6 credits) [235]

Entry Level 3, Unit 14 - Audio and Video Software (2 credits) [236]

Level 2, Unit 80 - Digital Tools and Best Practice for Project Management (5 credits) [237]

Entry Level 3, Unit 15 - Imaging Software (2 credits) [238]

Level 2, Unit 81 - Digital Safety and Security Policies and Procedures (4 credits) [239]

Entry Level 3, Unit 16 - Using Collaborative Technologies (3 credits) [240]

Level 2, Unit 82 - Digital Editing and Publishing (3 credits) [241]

Entry Level 3, Unit 20 - Introduction to

Level 2, Unit 83 - Digital Design and

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

Using mobile IT devices (2 credits) [242]

Entry Level 3, Unit 23 - Multimedia Software (2 credits) [244]

Entry Level 3, Unit 25 - Developing Computer Games and Puzzles (3 credits) [246]

Entry Level 3, Unit 26 - Computer Games Development (3 credits) [248]

Entry Level 3, Unit 28 - Personal information management software (1 credit) [249]

Entry Level 3, Unit 32 - Website Software (2 credits) [250]

Entry Level 3, Unit 36 - Specialist Software (2 credits) [199]

Graphics (3 credits) [243]

Level 2, Unit 84 - Digital Modelling and Data Management (3 credits) [245]

Level 2, Unit 85 - Virtual Reality and the Development Life Cycle (4 credits) [247]

Source URL: https://theingots.org/community/Cert-DPE

Links
[1] https://theingots.org/community/RQF_Levels
[2] https://theingots.org/community/sil3u1x#1.1
[3] https://theingots.org/community/sil3u1x#2.1
[4] https://theingots.org/community/sil3u1x#3.1
[5] https://theingots.org/community/sil3u1x#1.2
[6] https://theingots.org/community/sil3u1x#2.2
[7] https://theingots.org/community/sil3u1x#3.2
[8] https://theingots.org/community/sil3u1x#1.3
[9] https://theingots.org/community/sil3u1x#2.3
[10] https://theingots.org/community/sil3u1x#3.3
[11] https://theingots.org/community/sil3u1x#1.4

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[12] https://theingots.org/community/sil3u1x#2.4
[13] https://theingots.org/community/sil3u1x#3.4
[14] https://theingots.org/community/sil3u1x#1.5
[15] https://theingots.org/community/sil3u1x#2.5
[16] https://theingots.org/community/sil3u1x#3.5
[17] https://theingots.org/community/sil3u1x#1.6
[18] https://theingots.org/community/sil3u1x#1.7
[19] https://theingots.org/community/sil3u1x#1.8
[20] https://theingots.org/community/sil3u1i
[21] https://theingots.org/community/sil3u4x#1.1
[22] https://theingots.org/community/sil3u4x#1.2
[23] https://theingots.org/community/sil3u4x#1.3
[24] https://theingots.org/community/sil3u4x#1.4
[25] https://theingots.org/community/sil3u4x#1.5
[26] https://theingots.org/community/sil3u4x#1.6
[27] https://theingots.org/community/sil3u4x#1.7
[28] https://theingots.org/community/sil3u4i
[29] https://theingots.org/community/sil3u7x#1.1
[30] https://theingots.org/community/sil3u7x#2.1
[31] https://theingots.org/community/sil3u7x#3.1
[32] https://theingots.org/community/sil3u7x#1.2
[33] https://theingots.org/community/sil3u7x#2.2
[34] https://theingots.org/community/sil3u7x#3.2
[35] https://theingots.org/community/sil3u7x#1.3
[36] https://theingots.org/community/sil3u7x#2.3
[37] https://theingots.org/community/sil3u7x#3.3
[38] https://theingots.org/community/sil3u7x#1.4
[39] https://theingots.org/community/sil3u7x#2.4
[40] https://theingots.org/community/sil3u7x#3.4
[41] https://theingots.org/community/sil3u7x#1.5
[42] https://theingots.org/community/sil3u7x#3.5
[43] https://theingots.org/community/sil3u7x#1.6
[44] https://theingots.org/community/sil3u7x#3.6
[45] https://theingots.org/community/sil3u7x#1.7
[46] https://theingots.org/community/sil3u7x#1.8
[47] https://theingots.org/community/sil3u7i
[48] https://theingots.org/community/sil3u10x#1.1
[49] https://theingots.org/community/sil3u10x#2.1
[50] https://theingots.org/community/sil3u10x#3.1
[51] https://theingots.org/community/sil3u10x#1.2
[52] https://theingots.org/community/sil3u10x#2.2
[53] https://theingots.org/community/sil3u10x#3.2
[54] https://theingots.org/community/sil3u10x#1.3
[55] https://theingots.org/community/sil3u10x#2.3
[56] https://theingots.org/community/sil3u10x#3.3
[57] https://theingots.org/community/sil3u10x#1.4
[58] https://theingots.org/community/sil3u10x#2.4
[59] https://theingots.org/community/sil3u10x#3.4
[60] https://theingots.org/community/sil3u10x#1.5
[61] https://theingots.org/community/sil3u10x#2.5
[62] https://theingots.org/community/sil3u10x#3.5
[63] https://theingots.org/community/sil3u10x#1.6
[64] https://theingots.org/community/sil3u10x#2.6
[65] https://theingots.org/community/sil3u10x#1.7
[66] https://theingots.org/community/sil3u10i
[67] https://theingots.org/community/siel1u0reg
[68] https://theingots.org/community/sil1u0reg
[69] https://theingots.org/community/sil2u0reg
[70] https://theingots.org/community/sil3u0reg

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[71] https://theingots.org/community/siel1u1
[72] https://theingots.org/community/sil1u1
[73] https://theingots.org/community/sil2u1
[74] https://theingots.org/community/sil3u1
[75] https://theingots.org/community/siel1u2
[76] https://theingots.org/community/sil1u2
[77] https://theingots.org/community/sil2u2
[78] https://theingots.org/community/sil3u2
[79] https://theingots.org/community/siel1u3
[80] https://theingots.org/community/sil1u3
[81] https://theingots.org/community/sil2u3
[82] https://theingots.org/community/sil3u3
[83] https://theingots.org/community/siel1u4
[84] https://theingots.org/community/sil1u4
[85] https://theingots.org/community/sil2u4
[86] https://theingots.org/community/sil3u4
[87] https://theingots.org/community/siel1u5
[88] https://theingots.org/community/sil1u5
[89] https://theingots.org/community/sil2u5
[90] https://theingots.org/community/sil3u5
[91] https://theingots.org/community/siel1u6
[92] https://theingots.org/community/sil1u6
[93] https://theingots.org/community/sil2u6
[94] https://theingots.org/community/sil3u6
[95] https://theingots.org/community/siel1u7
[96] https://theingots.org/community/sil1u7
[97] https://theingots.org/community/sil2u7
[98] https://theingots.org/community/sil3u7
[99] https://theingots.org/community/siel1u8
[100] https://theingots.org/community/sil1u8
[101] https://theingots.org/community/sil2u8
[102] https://theingots.org/community/sil3u8
[103] https://theingots.org/community/siel1u9
[104] https://theingots.org/community/sil1u9
[105] https://theingots.org/community/sil2u9
[106] https://theingots.org/community/sil3u9
[107] https://theingots.org/community/siel1u11
[108] https://theingots.org/community/sil1u10
[109] https://theingots.org/community/sil2u10
[110] https://theingots.org/community/sil3u10
[111] https://theingots.org/community/siel1u12
[112] https://theingots.org/community/sil1u11
[113] https://theingots.org/community/sil2u11
[114] https://theingots.org/community/sil3u11
[115] https://theingots.org/community/siel1u13
[116] https://theingots.org/community/sil1u12
[117] https://theingots.org/community/sil2u12
[118] https://theingots.org/community/sil3u12
[119] https://theingots.org/community/siel1u14
[120] https://theingots.org/community/sil1u13
[121] https://theingots.org/community/sil2u13
[122] https://theingots.org/community/sil3u13
[123] https://theingots.org/community/siel1u29
[124] https://theingots.org/community/sil1U14
[125] https://theingots.org/community/sil2u14
[126] https://theingots.org/community/sil3u14
[127] https://theingots.org/community/siel2u0reg
[128] https://theingots.org/community/sil1u15
[129] https://theingots.org/community/sil2u15

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[130] https://theingots.org/community/sil3u15
[131] https://theingots.org/community/siel2u1
[132] https://theingots.org/community/sil1u16
[133] https://theingots.org/community/sil2u16
[134] https://theingots.org/community/sil3u17
[135] https://theingots.org/community/siel2u2
[136] https://theingots.org/community/sil1u17
[137] https://theingots.org/community/sil2u17
[138] https://theingots.org/community/sil3u23
[139] https://theingots.org/community/siel2u3
[140] https://theingots.org/community/sil1u18
[141] https://theingots.org/community/sil2u18
[142] https://theingots.org/community/sil3u24
[143] https://theingots.org/community/siel2u4
[144] https://theingots.org/community/sil1u19
[145] https://theingots.org/community/sil2u19
[146] https://theingots.org/community/sil3u27
[147] https://theingots.org/community/siel2u5
[148] https://theingots.org/community/sil1u20
[149] https://theingots.org/community/sil2u20
[150] https://theingots.org/community/sil3U28
[151] https://theingots.org/community/siel2u6
[152] https://theingots.org/community/sil1u21
[153] https://theingots.org/community/sil2u21
[154] https://theingots.org/community/sil3u29
[155] https://theingots.org/community/siel2u7
[156] https://theingots.org/community/sil1u22
[157] https://theingots.org/community/sil2u22
[158] https://theingots.org/community/sil3u30
[159] https://theingots.org/community/siel2u8
[160] https://theingots.org/community/sil1u23
[161] https://theingots.org/community/sil2u23
[162] https://theingots.org/community/sil3u32
[163] https://theingots.org/community/siel2u9
[164] https://theingots.org/community/sil1u24
[165] https://theingots.org/community/sil2u24
[166] https://theingots.org/community/sil3u33
[167] https://theingots.org/community/siel2u10
[168] https://theingots.org/community/sil1u25
[169] https://theingots.org/community/sil2u25
[170] https://theingots.org/community/sil3u37
[171] https://theingots.org/community/siel2u11
[172] https://theingots.org/community/sil1u26
[173] https://theingots.org/community/sil2u26
[174] https://theingots.org/community/sil3u40
[175] https://theingots.org/community/siel2u12
[176] https://theingots.org/community/sil1u27
[177] https://theingots.org/community/sil2u27
[178] https://theingots.org/community/sil3u41
[179] https://theingots.org/community/siel2u14
[180] https://theingots.org/community/sil1u28
[181] https://theingots.org/community/sil2u28
[182] https://theingots.org/community/sil3u42
[183] https://theingots.org/community/siel2u16
[184] https://theingots.org/community/sil1u29
[185] https://theingots.org/community/sil2u29
[186] https://theingots.org/community/sil3u44
[187] https://theingots.org/community/siel2u26
[188] https://theingots.org/community/sil1u30

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[189] https://theingots.org/community/sil2u30
[190] https://theingots.org/community/sil3u57
[191] https://theingots.org/community/siel2u29
[192] https://theingots.org/community/sil1u31
[193] https://theingots.org/community/sil2u32
[194] https://theingots.org/community/sil3u60
[195] https://theingots.org/community/siel2u32
[196] https://theingots.org/community/sil1u32
[197] https://theingots.org/community/sil2u33
[198] https://theingots.org/community/sil3u61
[199] https://theingots.org/community/siel3u36
[200] https://theingots.org/community/sil1u36
[201] https://theingots.org/community/sil2u34
[202] https://theingots.org/community/sil3u62
[203] https://theingots.org/community/siel3u0reg
[204] https://theingots.org/community/sil1u38
[205] https://theingots.org/community/sil2u35
[206] https://theingots.org/community/sil3u63
[207] https://theingots.org/community/siel3u1
[208] https://theingots.org/community/sil1u39
[209] https://theingots.org/community/sil2u38
[210] https://theingots.org/community/sil3u64
[211] https://theingots.org/community/siel3u2
[212] https://theingots.org/community/sil1u43
[213] https://theingots.org/community/sil2u39
[214] https://theingots.org/community/sil3u65
[215] https://theingots.org/community/siel3u3
[216] https://theingots.org/community/sil1u50
[217] https://theingots.org/community/sil2u43
[218] https://theingots.org/community/sil3u66
[219] https://theingots.org/community/siel3u_noprogression_1169
[220] https://theingots.org/community/sil1u51
[221] https://theingots.org/community/sil2u50
[222] https://theingots.org/community/sil3u67
[223] https://theingots.org/community/siel3u5
[224] https://theingots.org/community/sil1u102
[225] https://theingots.org/community/sil2u51
[226] https://theingots.org/community/siel3u6
[227] https://theingots.org/community/sil1u103
[228] https://theingots.org/community/sil2u70
[229] https://theingots.org/community/siel3u7
[230] https://theingots.org/community/sil1u105
[231] https://theingots.org/community/sil2u71
[232] https://theingots.org/community/siel3u4
[233] https://theingots.org/community/sil2u72
[234] https://theingots.org/community/siel3u10
[235] https://theingots.org/community/sil2u73
[236] https://theingots.org/community/siel3u14
[237] https://theingots.org/community/sil2u80
[238] https://theingots.org/community/siel3u15
[239] https://theingots.org/community/sil2u81
[240] https://theingots.org/community/siel3u16
[241] https://theingots.org/community/sil2u82
[242] https://theingots.org/community/siel3u20
[243] https://theingots.org/community/sil2u83
[244] https://theingots.org/community/siel3u23
[245] https://theingots.org/community/sil2u84
[246] https://theingots.org/community/siel3u25
[247] https://theingots.org/community/sil2u85

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[248] https://theingots.org/community/siel3u26
[249] https://theingots.org/community/siel3u28
[250] https://theingots.org/community/siel3u32

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');