

## TLM Level 3 Diploma for Digital Professional Expert

**The Level 3 Diploma for Digital Professional Expert is a minimum of 360 Guided Learning Hours with 2 mandatory units and a total of 36 credits.**

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**

[1.1 I can explain the purpose for using IT](#) [2]

[1.2 I can analyse the methods, skills and resources required to complete the task successfully](#) [5]

[1.3 I can analyse any factors that may affect the task](#) [8]

[1.4 I can critically compare alternative methods to produce the intended outcome](#) [11]

**2. 2. Evaluate the selection and use of IT tools to make sure that activities are successful**

[2.1 I can critically compare the strengths and weaknesses of own and other people's final work](#) [3]

[2.2 I can review ongoing use of IT tools and techniques and change the approach as needed](#) [6]

[2.3 I can evaluate and test solutions to make sure they match requirements and are fit for purpose](#) [9]

[2.4 I can be prepared to give feedback on other people's selection and use of IT tools](#) [12]

**3. 3. Devise solutions to improve the use of IT tools and systems for self and others**

[3.1 I can evaluate the productivity and efficiency of IT systems and procedures used by self and others](#) [4]

[3.2 I can research and advise on ways to improve productivity and efficiency](#) [7]

[3.3 I can develop solutions that make a demonstrable improvement to the use of IT tools and systems](#) [10]

[3.4 I can test solutions to make sure that they work as intended](#) [13]

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

[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]

[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]

## 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]

## 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]

[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]

[where available](#) [65]

## Level 3, Unit 3 - Using Collaborative Technologies (6 credits)

### 1. 1. Stay safe and secure when with collaborative technology

[1.1 I can explain what and why guidelines need to be established for working with collaborative technology](#) [67]

[1.2 I can develop and implement guidelines for good practice in working with collaborative technology](#) [71]

[1.3 I can explain how to establish an identity or present information that will promote trust](#) [75]

[1.4 I can develop and implement guidelines for checking the authenticity of identities and different types of information](#) [79]

### 2. 2. Plan and set up IT tools and devices for collaborative working

[2.1 I can explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks](#) [68]

[2.2 I can determine the IT tools and processes needed for archiving the outcomes of collaborative working](#) [72]

[2.3 I can summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media](#) [76]

[2.4 I can explain potential access and compatibility issues with integrating different collaborative technology tools and devices](#) [80]

### 3. 3. Prepare collaborative technologies for use

[3.1 I can evaluate data management principles, issues and methods](#) [69]

[3.2 I can manage levels of access and permissions for different purposes](#) [73]

[3.3 I can select and integrate different elements across applications to create environments for collaborative technologies](#) [77]

[3.4 I can set and adjust settings to facilitate use of collaborative technologies by others](#) [81]

### 4. 4. Manage tasks using collaborative technologies

[4.1 I can determine levels of responsibility for the use of collaborative technologies](#) [70]

[4.2 I can facilitate others' responsible contributions to and engagement with collaborative technologies](#) [74]

[4.3 I can manage the moderation of collaborative technologies](#) [78]

[4.4 I can oversee the archiving of the outcomes of collaborative working](#) [82]

[1.5 I can analyse and plan for the risks in the use of collaborative technologies for different tasks](#) [83]

[2.5 I can select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices](#) [84]

[3.5 I can manage data flow to benefit collaborative working](#) [85]

[4.5 I can explain what problems can occur with collaborative technologies](#) [86]

[1.6 I can analyse and manage risks in the use of collaborative technologies](#) [87]

[2.6 I can resolve access and compatibility problems so that different collaborative tools and devices work successfully](#) [88]

[4.6 I can respond to problems with collaborative technologies and be prepared to help others to do so](#) [89]

## Level 3, Unit 11 - Database Software (6 credits)

**1. 1. Plan, create and modify relational database tables to meet requirements**

[1.1 I can explain how a relational database design enables data to be organised and queried](#) [91]

[1.2 I can plan and create multiple tables for data entry with appropriate fields and properties](#) [94]

[1.3 I can set up and modify relationships between database tables](#) [97]

[1.4 I can explain why and how to maintain data integrity](#) [100]

[1.5 I can respond appropriately to problems](#)

**2. 2. Enter, edit and organise structured information in a database**

[2.1 I can design and create forms to access, enter, edit and organise data in a database](#) [92]

[2.2 I can select and use appropriate tools and techniques to format data entry forms](#) [95]

[2.3 I can check data entry meets needs, using IT tools and making corrections as necessary](#) [98]

[2.4 I can respond appropriately to data entry errors](#) [101]

**3. 3. Use database software tools to create, edit and run data queries and produce reports**

[3.1 I can explain how to select, generate and output information from queries according to requirements](#) [93]

[3.2 I can create and run database queries to display, amend or calculate selected data](#) [96]

[3.3 I can plan and produce database reports from a multiple-table relational database](#) [99]

[3.4 I can select and use appropriate tools and techniques to format database reports](#) [102]

[3.5 I can check reports meet needs, using IT tools](#)

[with database tables](#) [103]

[and making corrections as necessary](#) [104]

[1.6 I can use database tools and techniques to ensure data integrity is maintained](#) [105]

## Level 3, Unit 13 - Using Email (3 credits)

### 1. 1. Use e-mail software tools and techniques to compose and send messages

[1.1 I can select and use software tools to compose and format e-mail messages, including attachments](#) [107]

[1.2 I can explain methods to improve message transmission](#) [109]

[1.3 I can send e-mail messages to individuals and groups](#) [111]

[1.4 I can explain why and how to stay safe and respect others when using e-mail](#) [113]

[1.5 I can use an address book to manage contact information](#) [115]

### 2. 2. Manage use of e-mail software effectively

[2.1 I can develop and communicate guidelines and procedures for using e-mail effectively](#) [108]

[2.2 I can read and respond appropriately to e-mail messages and attachments](#) [110]

[2.3 I can use email software tools and techniques to automate responses](#) [112]

[2.4 I can explain why, how and when to archive messages](#) [114]

[2.5 I can organise, store and archive e-mail messages effectively](#) [116]

[2.6 I can customise e-mail software to make it easier to use](#) [117]

[2.7 I can explain how to minimise e-mail problems](#) [118]

[2.8 I can respond appropriately to email problems](#) [119]

## Level 3, Unit 15 - Imaging Software (5 credits)

### 1. 1. Obtain, insert and combine information for images

### 2. 2. Use imaging software tools to create, manipulate and edit images

[1.1 I can explain what images are needed](#) [121]

[2.1 I can explain what technical factors affecting images need to be taken into account and how to do so](#) [122]

[1.2 I can Explain how the context affects the way images should be prepared](#) [123]

[2.2 I can select and use suitable tools and techniques efficiently to create images](#) [124]

[1.3 I can Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images](#) [125]

[2.3 I can use guide lines and dimensioning tools appropriately to enhance precision](#) [126]

[1.4 I can obtain, insert and prepare images](#) [127]

[2.4 I can select and use appropriate tools and techniques to manipulate and edit images](#) [128]

[1.5 I can explain how file format affects image quality, format and size and how to choose appropriate formats for savings images](#) [129]

[2.5 I can check images meet needs, using IT tools and making corrections as necessary](#) [130]

[1.6 I can use appropriate techniques to organise and combine information of different types or from different sources](#) [131]

[2.6 I can identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs](#) [132]

[1.7 I can store and retrieve files effectively, in line with guidelines and conventions where available](#) [133]

## Level 3, Unit 32 - Computerised Accounting Software (5 credits)

**1. Access, enter and edit accounting information**

**2. Process business transactions from source documents**

**3. Develop and interpret management information reports**

**4. Set up a computerised accounting system ready for use**

[1.1 Set up procedures for entry of accounting data accurately into records to meet requirements](#) [135]

[2.1 Select and use appropriate tools and techniques to process transactions](#) [136]

[3.1 Explain what information is required and how to present it](#) [137]

[4.1 Install and update accounting software as required](#) [138]

[1.2 Explain how to code new entries](#)

[2.2 Use software tools to monitor](#)

[3.2 Generate and interpret](#)

[4.2 Configure accounting software](#)

[139]	<a href="#">accounts</a> [140]	<a href="#">management reports as required</a> [141]	<a href="#">for use</a> [142]
<a href="#">1.3 Locate and display accounting data records to meet requirements</a> [143]	<a href="#">2.3 Respond appropriately to any transaction errors and problems</a> [144]	<a href="#">3.3 customise and format accounting documents and reports according to requirements</a> [145]	<a href="#">4.3 Set up package parameters</a> [146]
<a href="#">1.4 Check data records meet needs using IT tools, making corrections as necessary</a> [147]	<a href="#">2.4 Process period and year end routines</a> [148]	<a href="#">3.4 Import and export data and link to other systems</a> [149]	<a href="#">4.4 Set up initial account balances</a> [150]
<a href="#">1.5 Explain the risks to data security and procedures used for data protection</a> [151]			
<a href="#">1.6 Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available</a> [152]			
<a href="#">1.7 Interpret and respond appropriately to a range of data and application error messages</a> [153]			

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- [307] [https://theingots.org/community/siel3u\\_noprogression\\_1169](https://theingots.org/community/siel3u_noprogression_1169)
- [308] <https://theingots.org/community/sil1u51>
- [309] <https://theingots.org/community/sil2u50>
- [310] <https://theingots.org/community/sil3u67>
- [311] <https://theingots.org/community/siel3u5>
- [312] <https://theingots.org/community/sil1u102>
- [313] <https://theingots.org/community/sil2u51>
- [314] <https://theingots.org/community/siel3u6>
- [315] <https://theingots.org/community/sil1u103>
- [316] <https://theingots.org/community/sil2u70>
- [317] <https://theingots.org/community/siel3u7>
- [318] <https://theingots.org/community/sil1u105>
- [319] <https://theingots.org/community/sil2u71>
- [320] <https://theingots.org/community/siel3u4>
- [321] <https://theingots.org/community/sil2u72>
- [322] <https://theingots.org/community/siel3u10>
- [323] <https://theingots.org/community/sil2u73>
- [324] <https://theingots.org/community/siel3u14>
- [325] <https://theingots.org/community/sil2u80>
- [326] <https://theingots.org/community/siel3u15>

- [327] <https://theingots.org/community/sil2u81>
- [328] <https://theingots.org/community/siel3u16>
- [329] <https://theingots.org/community/sil2u82>
- [330] <https://theingots.org/community/siel3u20>
- [331] <https://theingots.org/community/sil2u83>
- [332] <https://theingots.org/community/siel3u23>
- [333] <https://theingots.org/community/sil2u84>
- [334] <https://theingots.org/community/siel3u25>
- [335] <https://theingots.org/community/sil2u85>
- [336] <https://theingots.org/community/siel3u26>
- [337] <https://theingots.org/community/siel3u28>
- [338] <https://theingots.org/community/siel3u32>